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AUTHOR Asselin, Susan B.; Mooney, Marianne
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ABSTRACT

This instructional resource provides classroom teachers with information for working successfully with all students by incorporating management tools and strategies to ensure students' success as they move from school to work. The guide is organized in five parts. Part I, Strategies for Learning and Teaching, covers these topics: learning styles, assessment, teaching styles, modifications and accommodations, motivation, and behavior and classroom management. Part II, Strategies for Collaboration, suggests methods for successful collaboration with parents, families, businesses, and the community. It also provides steps for solving cooperation problems. Part III, School to Career Transition, covers the role of vocational education teachers in preparing students for careers and making the transition from school to work. Part IV, Special Needs Populations, defines the various groups of special needs students, describes national legislation on educational accessibility for special needs persons, and suggests physical modifications, assistive technology, and workplace accommodations. Part V, Resources, contains the following: a glossary of 79 terms; a list of 38 acronyms; a list of 75 related references and 26 videotapes; a professional resource directory listing 47 organizations; and a bibliography containing 57 entries. Appendixes include sample forms and "bright ideas" from teachers dealing with special needs vocational education students. (KC)

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Diverse Learners: Strategies for Success

Developed by

Susan B. Asselin, Associate Professor

Marianne Mooney, Graduate Assistant

Virginia Polytechnic Institute & State University

Blacksburg, Virginia 24061

In cooperation with

Virginia Department of Education

Office of Vocational and Adult Education Services

Career Connections Service

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Glen Allen, Virginia 23060-22008

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Acknowledgments

LEAD WRITING TEAM

Roy Binger, Vocational Education, Henrico County

Ann Marie Cook, Visiting Assistant Professor, Virginia Polytechnic Institute & State University

Jean S. Hobbs, Vocational Special Needs, Prince George County

Mary McCauley, Business, Stafford County

Kelli Thuli, Graduate Assistant, Virginia Polytechnic Institute & State University

Mary H. Todd, Special Education-Vocational, Grayson County

Mary M. Todd, Coordinator, Southwest Virginia Transition Center

Patricia Werth, Work & Family Studies Teacher, Grayson County

EDUCATION FOR EMPLOYMENT (EFE)

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James Barger, *Supervisor, Virginia Beach Public Schools*

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Geanea Coleman, *Technology Education Teacher, Halifax County Middle School*

Glenda Desmond, RN, *Health Occupations Education Teacher, Campbell County Vocational Center*

Linda Ditchburn, *EFE Teacher, Bayside High School, Virginia Beach City*

Kathy Dixon, *Business Teacher, Highland Springs High School, Henrico County*

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N. Mauricee Holmes, *Work & Family Studies Teacher, Armstrong High School, Richmond City*

Jillayne Lee, *EFE Teacher, Indian River High School, Chesapeake City*

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Steve Reynolds, *Co-op Coordinator, Annandale High School, Fairfax County*
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Lewis Williamson Jr., *Agricultural Education Teacher, Nottoway County High School*
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Dr. Marie Spriggs-Jones, *Specialist, Title VI Compensatory Programs*
JoAnn Wakelyn, *Specialist, Health Occupations*
Irene Walker-Bolton, *Specialist, Emotional Disturbance*
Chet Walrod, *Specialist, Mental Retardation*
George R. Willcox, *Specialist, Technology Education*

CONTRIBUTORS OF BRIGHT IDEAS

Janet Arnowitz

Special Education
Fairfax County Public Schools

Valerie Bare

Education for Employment
Thomas Dale High School
Chesterfield County

Jack Barker

Alternative Education
Washington County
Technical School

Pamela Burnette

Vocational Education
Woodlawn Elementary School
Carroll County

Geanea L. Coleman

Technology Education
Halifax County Middle School

Alease S. Cooper

Education for Employment
Lakeland High School
Suffolk City

Janet Dalton

Special Education
Heritage High School
Lynchburg City

Bev Dodge

Marketing
Midlothian High School
Chesterfield County

Rebecca S. Downey

Horticulture Education
Valley Vocational
Technical Center
Augusta County

Judith Duncan

Vocational Education
Woodlawn Elementary School
Carroll County

Joann S. Ervin

Education for Employment/
Work Experience
Lake Taylor High School
Norfolk City

Martha J. Frickert

Business
Chesterfield Communities
in Schools
Chesterfield County

Larry Friedenberg

Special Education/Job
Orientation Program
John Handley High School
Winchester City

Sandra R. Foote, MS, RN

Health Occupations/
Practical Nursing
Chesterfield Technical Center
Chesterfield County

Richard T. Fuller

Vocational Education
East End Middle School
Richmond City

William Gembach

Education for Employment
Wise County Vocational-
Technical Center

Carolyn Goines

Work & Family Studies
Sherando High School
Clark County

Deborah Grosser
Vocational Evaluation
New Horizons Regional
Education Center
Tidewater Region

Larry W. Hamilton
Technology and Design
Education
Wise County Vocational-
Technical Center

Leon Harris
Agriculture Education
Nansemond River High School
Suffolk City

Walter Hensley
Alternative Education
Wise County Vocational
Technical Center

Bobbi Jo Hill
Business
Carroll County
Intermediate School

Lisa Hill
Vocational Education
Woodlawn Elementary School
Carroll County

Debbie Johnson
Health Occupations
Carroll County High School

Janine Jones
Marketing
First Colonial High School
Virginia Beach City

Kay Kitner
Special Education
Sherando High School
Clark County

Kim Landes
Marketing
Robert E. Lee High School
Staunton City

Mary Pat Lane
Special Education
Robert E. Lee High School
Staunton City

Mary S. Lee
Career Technical Education
New Horizons Regional
Education Center
Tidewater Region

Matthew Luther
Vocational Evaluation
New Horizons Regional
Educational Center
Tidewater Region

Wanda Montgomery
Vocational Education
Woodlawn Elementary School
Carroll County

Lynn Murray
Cosmetology
Gloucester County
High School

Sharon Musick
Vocational Education
Woodlawn Elementary School
Carroll County

Janie D. Patrick
Business
Holston High School
Washington County

Tad Phipps
Agriculture Education
Fort Chiswell High School
Wythe County

Freddie R. Reed
Student Apprenticeship
King George High School
King George County

Steven J. Robeson
Special Vocational Education
John Handley High School
Winchester City

Ed Sawyer
Education For Employment
Lakeland High School
Suffolk City

Thomas J. Schmitt
Work Awareness & Transition
New Horizons Regional
Education Center
Tidewater Region

Sherry E. Stiles
Office Specialists I & II
John Handley High School
Winchester City

Harry Sydow
Mathematics Education
Russell County
Vocational School

Debra Trice
Vocational Education
Woodlawn Elementary School
Carroll County

Mickey Todd
Special Education/
Occupational Education
Grayson County
Vocational School

Judy Turchetta
School-to-Work
Park View Senior High School
Mecklenburg County

Katherine M. Wittig
Supported Employment
Services
Henrico County Schools

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Peggy L. Watson, Director
Virginia Sowers, Writer-Editor

Dr. Neils W. Brooks, Director
Office of Vocational and Adult Education Services
Virginia Department of Education

Lolita B. Hall
Specialist,
Program Improvement
Virginia Department of Education

Table of Contents

INTRODUCTION	1
PART I STRATEGIES FOR LEARNING AND TEACHING	3
LEARNING STYLES	5
Elements of Learning Style	5
Myers-Briggs Type Indicator	6
Brain Hemisphericity	7
4 MAT	8
Multiple Intelligences	10
Intellectual Styles	10
ASSESSMENT	13
Informal Assessment	13
Formal Assessment	14
TEACHING STYLES	17
Teaching Strategies	18
MODIFICATIONS AND ACCOMMODATIONS	21
Curriculum Adaptation	21
Before the Class Begins	22
During Class	22
Modified Evaluation Techniques	23
Test Development Suggestions	23
MOTIVATION	27
Techniques for Asking Questions	27
Strategies for Motivating Students	28
Materials to Motivate Reluctant Readers	29
BEHAVIOR AND CLASSROOM MANAGEMENT	31
Managing Specific Behaviors in the Classroom	31
Behavior Contracts	35
PART II STRATEGIES FOR COLLABORATION	37
Successful Collaboration	39
Barriers to Collaboration	40
Problem-Solving Steps	41
Support Services	42
Tips for Developing Partnerships with Parents	43
Encouraging Collaboration with Families	44

Communication from Home to School	45
External Collaboration	46
Steps for Establishing Inter-Community Relationships	46
PART III SCHOOL TO CAREER TRANSITION	49
SCHOOL TO CAREER AND LIFE TRANSITION	51
The Role of the Vocational/Technical Educator	52
Benefits of Vocational Placement	52
Program Components for Successful Transition	53
Keys to Successful Student Transition	54
Planning Tips for Transition	54
Strategies for Career Transition	55
Post-School Transition Outcomes	56
PART IV SPECIAL NEEDS POPULATIONS	59
Definitions	61
Why Serve Them?	63
National Legislation	64
Physical Modifications	66
Equipment	66
Environmental	67
Assistive Technology	69
Resources	70
Workplace Accommodations	71
PART V RESOURCES	73
GLOSSARY	75
COMMON ACRONYMS	85
RELATED REFERENCES	87
VIDEOS	99
PROFESSIONAL RESOURCE DIRECTORY	105
BIBLIOGRAPHY	113
APPENDIX A	117
Sample Forms	
APPENDIX B	137
Bright Ideas	
DIVERSE LEARNERS: STRATEGIES FOR SUCCESS EVALUATION	147
APPLICATION FOR BRIGHT IDEAS	149

Introduction

"The object of education is to prepare the young to educate themselves throughout their lives." —Robert Maynard Hutchins

All students must receive further education as well as work-related skills and attitudes needed to succeed in the labor market. Without these skills, youth will continue to have difficulty finding and keeping full-time employment with adequate salaries to support themselves (Sarkees-Wircenski and Scott, 1995). Currently, 50% of all youth go on to college from high school; however, only 21% of these students receive a four-year degree. Therefore, 80% of all youth enter the work force within two years after exiting high school. It is necessary to give all youth the opportunity to make the connection between academic, technical, and work-related skills while in high school. Educational services to students with diverse learning styles are especially critical in light of current economic and social trends. The increasing rate of high school dropouts, unemployment, teen pregnancies, and incarceration is significantly higher among diverse populations whose needs are largely unmet in secondary education. The resulting cost to American taxpayers and communities is astronomical.

Students identified as diverse learners do not fit one stereotypical mold. Educators using this resource guide are encouraged to think of diverse learners in terms of the learning styles and circumstances of each student. Society often labels students as gifted or disabled or disadvantaged before teachers have an opportunity to learn the individual strengths that these students bring to the classroom. Regardless of the societal label, all students should have opportunities for full participation and equal access to the full spectrum of educational programs and services.

This instructional resource provides classroom teachers with essential information for working successfully with all students by incorporating management tools and strategies to ensure students' success as they move from school to work. It also offers an overview of educational programs and services to support students as they move from school to adult life. The final section of the guide provides a compilation of information and resources for instructional and professional development.

This guide is written and designed to be an instructional tool for

teachers who encounter diverse learners each day in their classrooms. In fact, teachers from across the state have contributed their "Bright Ideas" to this document. These classroom practices snapshots—sprinkled throughout and collected in Appendix B—offer individually successful strategies that other educators may find helpful in reaching and teaching diverse learners.



Part I
Strategies for
Learning and Teaching

Learning Styles

"You don't truly know something yourself until you can take it from your own mind and put it into somebody else's."—Milt Hinton

A learning style is an individual's most efficient and effective method of processing information and learning. It includes how an individual works on a task and incorporates both the procedures and behaviors involved.

Educators typically have focused on what students *can't* do, rather than what they *can* do. Learning style research over the past decade also has tended toward deficit models, but new studies are causing educators to consider individual strengths, family and cultural backgrounds, and life experiences in addition to academic achievement.

This section provides an overview of the learning styles and identifies models of assessing learning styles. Teachers are encouraged to keep in mind that learning styles are only one way to assess learners. Although many of the learning style models attempt to make a rather complex process simplistic, one result of this approach is increased attention on students' strengths rather than their deficits.

Learning style theory is not new to educators. Some of the earliest style research examined personality type (e.g., Field Independent-Field Dependent, Myers-Briggs). Later, educators began to explore the actual processing of information by the brain (e.g., 4 MAT, Brain Hemisphericity, Multiple Intelligences). While teachers are apt to use informal measures of learning styles, those included in this section have testing protocol that can be obtained by school personnel and used with students. Computerized vocational learning styles inventories specifically designed for vocational educators also are available.

ELEMENTS OF LEARNING STYLE

This simple assessment offers a variety of elements—environmental, emotional, sociological, physical, psychological, and cognitive—that may affect an individual's learning style. Each element is further described by a variety of stimuli that may affect learning. While this assessment was originally developed in the late 1970s, several revisions have been made since that time. The following table depicts the elements of learning and their corresponding stimuli.

BRIGHT IDEA



Recognizing the need for hands-on experiences, I chose one of the courtyards at Nansemond River High School as a soil laboratory. Students are engaged in hands-on activities, such as testing soil, applying lime and fertilizer, selecting planting materials, transplanting plants, pruning, and spraying for insects and disease.

*Leon Harris,
Agriculture Education,
Suffolk City*

I have observed that my students are more successful when working in pairs or groups. The students learn to depend on one another and to take responsibility for their own work. I have seen a tremendous increase in attendance and effort from all of my students since trying cooperative grouping.

*Larry W. Hamilton,
Technology and Design,
Wise County*

ELEMENT

STIMULI

Environmental	Sound • Light • Temperature • Design
Emotional	Motivation • Persistence • Responsibility • Structure
Sociological	Self • Pair • Peers • Team • Adult • Varied
Physical	Perceptual • Food intake • Time • Mobility
Psychological	Global • Analytic • Hemisphericity • Impulsive • Reflective
Cognitive	Simultaneous processing • Suggestive processing

(Dunn and Dunn, 1984)

MYERS-BRIGGS PERSONALITY INVENTORY

A well-known personality survey, Myers-Briggs tests require individuals to indicate level of agreement on items related to personality. From the results, individuals are typed as extroverts or introverts, sensory or intuitive perceptive, thinking or feeling judgment, and judgment or perception. This assessment helps educators understand behaviors or personality in relation to cognitive style, attitudes and interests, and learning environment.

Extroversion (E)

Learn best in situation filled with movement, action, and talk. Prefer to learn theories or facts that connect with their experience and usually come to more thorough understanding of these theories or facts during group discussions or working cooperatively. Tend to leap into assignments with little forethought relying on trial and error to solve problems.

Introversion (I)

Need more quiet time and less activity in classroom. Must be pressed to take part in group discussions. Need to think in relative solitude for that is how they think best. More willing to share ideas when given advance notice, allowing more time to think about how they will become active in classroom.

Sensory Perception (S)

Learn best when they move from concrete to abstract in step-by-step progression. At home with programmed, modular, or computer-assisted learning. Value knowledge that is practical and want to be precise and accurate in own work. Tend to excel at memorizing facts.

Intuitive Perception (N)

Tend to leap to a conceptual understanding of materials and may daydream or act out during drill work or predominantly factual lectures. Value quick flashes of insight but often careless about details. Tend to excel at imaginative tasks and theoretical topics.

Thinking Judgment (T)

Most motivated when provided with logical rationale for each project and when competence is acknowledged and respected. Prefer topics that help them to understand systems of cause and effect relationships. Thought is syllogistic and analytic.

Feeling Judgment (F)

Most motivated when given personal encouragement and when shown the human angle of topic. Clarify their values and establish networks of values. When expressions seem syllogistic, they evolve from some personally held belief or value.

Judgment (J)

Tend to gauge their learning by completion of tasks, reading "x" amount of books or writing papers or reports. Prefer more structured learning environments that establish goals to meet.

Perception (P)

Tend to view learning as freewheeling, flexible quest. Care less about deadlines and completion of task. Prefer open and spontaneous learning environments and feel imprisoned in highly structured classroom.

(Myers and Briggs, 1977)

BRAIN HEMISPHERICITY

In this assessment, individuals are typed as analytic, or left brain, and global, or right brain. These individuals predominantly use the side of the brain that they prefer or that exemplifies their strength. Left-brain learners respond to words and facts and are sequential, logical, tidy, organized, and reflective. Right-brain learners are visual, random, and spontaneous. They see relationships to the whole and respond to emotions. The chart on the following page illustrates the characteristics of left-brain and right-brain learners.

LEFT (ANALYTIC)

- Responds to word meanings
- Recalls facts, dates
- Perceives sequentially
- Processes information, linearly
- Responds, trusts logical appeal
- Uses language in thinking and remembering
- Looks tidy and organized
- Plans ahead
- Is reflective
- Recalls people's names
- Speaks with few gestures
- Keeps track and sequences
- Draws conclusion based on facts

(Levy, 1979)

RIGHT (GLOBAL)

- Responds visually, tactually, kinesthetically
- Responds to body language
- Recalls images, patterns
- Processes randomly
- Processes information in chunks
- Looks disorganized
- Acts spontaneously
- Is impulsive
- Recalls people's faces
- Gestures when speaking
- Sees relationship to whole
- Thinks subjectively

4 MAT

This learning style model proposes four types of learning styles: reflective observation (innovative), abstract conceptualization (analytic), active experimentation (common sense), and concrete (dynamic).

Style 1: Innovative Learners

- Have ability to be imaginative, innovative
- Are idea people
- Seek meaning
- Need to be personally involved
- Create with intuition
- Learn by listening and sharing ideas
- Have interest in people
- Demonstrate broad cultural interests
- Display self-involvement on important issues
- Life style: cooperation
- Function through social interaction
- Believe in experience
- Excel in viewing concrete situations from many perspectives
- Model behavior of those they respect
- Favorite questions: "Why?" or "Why not?"

Style 2: Analytic Learners

- Create concepts and models
- Are fact-oriented

- Analyze logically
- Digest information and experience reflectively
- Are less interested in people
- Critique information
- Learn best by thinking through ideas
- Are data collectors
- Will reexamine facts
- Function through adaptation to experts
- Tend toward self-satisfaction
- Learn best by thinking through ideas
- Life style: recognition
- Enjoy traditional classrooms
- Favorite question: "What?"

Style 3: Common Sense Learners

- Show practical application of ideas
- Like useful factual data
- Are interested in how useful things are
- Build the designed concepts
- Need hands-on experiences to learn
- Enjoy solving problems
- Learn by testing theories in ways that are sensible
- Resent being given answers
- Have limited tolerance for ambiguity or fuzzy ideas
- Want to know how things apply in real life
- Goal: bring view of present in line with projected future
- Life style: comfort security
- Favorite question: "How does this work?"

Style 4: Dynamic Learners

- Make and carry out plans
- Make concepts function
- Are interested in hidden possibilities
- Like variety of new activities
- Relish and adapt to change
- Often reach accurate conclusions in absence of logical justification
- Excel in situations calling for adaptability
- Tend to take risks
- Function by seeing variables
- Goal: bring unity to diversity
- Life style: adventure and answer seeking; answers lead to more complex questions
- Favorite questions: "What can this become?" "And how can I apply this?"

(McCarthy, 1987)

MULTIPLE INTELLIGENCES

This theory of learning purports that standardized tests currently measure only linguistic and logical-mathematical traits. Yet, there are other types of intelligences exhibited by learners including spatial, bodily kinesthetic, musical, intrapersonal, and interpersonal. Factors that affect these learning styles include biological, life experiences, cultural, historical, mentors, resources, situational, familial, and geographic.

INTELLIGENCE	STRATEGIES
<i>Linguistic</i>	Read • Write • Talk • Listen
<i>Logical-mathematical</i>	Quantify • Think critically • Conceptualize
<i>Spatial</i>	See • Draw • Visualize • Color • Map
<i>Bodily kinesthetic</i>	Build • Act • Touch • Feel • Dance
<i>Musical</i>	Sing • Rap • Listen
<i>Interpersonal</i>	Teach • Collaborate • Interact
<i>Intrapersonal</i>	Connect • Choices • Personalize
	(Gardner, 1983)

INTELLECTUAL STYLES

The concept of Intellectual Styles offers yet another way to view individuals' learning styles. According to this theory, an individual's actions are guided by one of three mental self-governmental functions. Other factors may mediate behaviors, including level of perception, the manner in which tasks are completed, and scope of experience.

GOVERNMENT FUNCTIONS	FORMS OF MENTAL SELF-GOVERNMENT
Legislative Function • Creation, formulation, planning of ideas, strategies, and products <i>Style:</i> Create own rule, build context and structure; creative and constructive	Monarchic • Motivated by one goal at a time; end justifies the means; decisive, systematic; unaware, intolerant, and inflexible

GOVERNMENT FUNCTIONS

Executive Function

- Carry out plans to implement cognitive or other activity
Style: Follow rules; prestructured problems; fill in content within existing structures
Goal: Assigned task flawlessly completed

Judicial Function

- Monitor solution during its course and evaluate upon completion with internal feedback
Style: Evaluate rules, judge for form and content, analyze and evaluate existing things and ideas
Goal: An evaluation characterizes strengths and weaknesses, ideas, objects, or persons evaluated

FORMS OF MENTAL SELF-GOVERNMENT

Hierarchic

- Balanced approach; assign priorities to goals; seek complexity, and view completing goals as OK. Self-aware, flexible, tolerant, decisive

Oligarchic

- Multiple equally important goals and possible competing approaches to problems. Self-aware, tolerant, and very flexible; indecisive and can't set priorities

LEVEL OF PERCEPTION

Global Level

- General, abstract, ignore detail; conceptualize and work in world of ideas.
Style: Diffuse thinkers. See forest, but no trees; more like Legislative and Judicial

Local Level

- Detail and concrete problems; down to earth
Style: Does not see the forest for the trees; more like the Executive

SCOPE OF EXPERIENCE

Internal Scope

- Introverted, task oriented; less social; works alone; isolated from people; more like Executive and Legislative

External Scope

- Extroverted; people oriented; sensitive socially and interpersonally; works with others to seek solutions; more like Judicial

Regardless of the learning style assessment used by the educator, it is a useful tool in determining students' capabilities and strengths. It is the educator's responsibility to tailor teaching strategies that enhance student success.

Assessment

"If you have some respect for people as they are, you can be more effective in helping them to become better than they are." —John W. Gardner

A successful assessment program begins with knowing the individual circumstances, academic strengths, behaviors, interests, and preferred learning style of each student. The teacher has the primary role in gathering information about students to make sound educational decisions. When making decisions about potential placement for students in vocational programs or support services, educators may choose to conduct either informal or formal vocational evaluations. Typically, classroom teachers provide informal assessment measures within the scope of the instructional program with assistance from the guidance counselor. This informal process often is referred to as Phase I Assessment. Phase II Assessment, considered more formal than Phase I, requires the services of trained vocational evaluators. Phase II assessment occurs within a vocational assessment center and is conducted over a 3- to 10-day period.

Formal and informal vocational assessments help teachers determine their students' work-related strengths as well as training and support service needs with the goal of assisting students in reaching their vocational or work potential. Assessment results provide important information for planning and development of instructional goals, the identification of curricular and course experiences as well as optimal strategies for instructional delivery. In addition, assessment results can be the basis for program placement recommendations and determining eligibility for support services such as counseling, work adjustment, or assistive technology. Research has shown that if quality vocational assessment is not part of the planning process, students are placed inappropriately or may fail to receive needed supports for success.

INFORMAL ASSESSMENT

Informal assessment refers to the collection of information and data that is not standardized or norm-referenced. Informal assessment is an ongoing evaluation of a student's progress developed from a variety of sources (see Appendix A, pages 119 and 120). Informal, or

BRIGHT IDEA



The teacher interviews students and determines a minimum of four preferred employment possibilities. Area employers are contacted and two-hour job shadowing experiences are provided. The student is evaluated on interest, attitude, and interaction with employers and co-workers. The evaluation is shared with the student and parents to aid in vocational programming, support services, or placement decisions. *Steven Robeson, Special Education, Winchester City*

Students are initially evaluated in high school settings by special and vocational educators. Evaluation enhances open communication with vocational evaluators. Students spend less time out of class and tend to be more relaxed. Open discussion and brainstorming among students, professionals, and families help determine the most appropriate placements for students.

Matthew Luther and Deborah Grosser, Vocational Evaluation, Newport News City

Phase I, vocational assessment relies on input from educators, support personnel, families, and students themselves. At this stage, vocational assessment is designed to screen students for interests, skills, and learning needs. The purposes of the informal assessment are to develop future instructional and career objectives and to evaluate the effectiveness of current teaching practices.

Examples of informal assessment include

- learning-style evaluation
- observation of student in various setting
- interviews with student
- interviews or contacts with parents/guardians
- discussions with student's teachers (past and present)
- teacher-made tests
- behavior-rating scales and observations
- checklists and rating scales
- curriculum-based assessment
- locally developed questionnaires
- interest inventories
- situational assessment
- simulated work experiences
- job tryouts.

Informal assessments offer numerous advantages. They identify strengths and limitations in a specific skill area related to a specific vocational program, accommodate special needs populations, provide applicable information from a variety of sources, allow for customization of questions for specific students, allow for relating questions directly to instructional planning, and assess work-related behaviors and skills.

Examples of informal, easy-to-adapt, behavior-observation forms appear in Appendix A, pages 121 and 122.

FORMAL ASSESSMENT

Formal assessment refers to instruments that are standardized and norm-referenced for specific populations. Formal assessments provide information on how a learner compares to a normal population from a national pool of students. Administration and scoring of assessments are standardized. Those administering the instrument and analyzing the results are trained professionals.

Formal assessments include the following examples:

- intelligence tests
- achievement and aptitude tests
- personality tests
- psychomotor and dexterity tests
- vocational assessments.

Advantages of formal assessment include the ability to compare learners to similar groups and with an established criteria. Formal assessment provides a gauge for determining appropriate goals for the student. Also, these tests often are machine scored, consuming less time for the test administrator.

Phase II vocational assessment is considered more formal and is designed for those with limited or undetermined career or vocational goals. A trained vocational evaluator and a multidisciplinary team familiar with the instruments should conduct this comprehensive evaluation. Standardized aptitude tests and commercial tests that examine dexterity often are combined with more informal measures to determine whether the student would benefit from career or personal counseling, work- or behavior-adjustment training, academic skills training, on-the-job training, or specific job accommodations.

BRIGHT IDEA



The teacher "breaks the ice" for the special education student by talking with perspective employers before the students are interviewed by the employer. A personnel manager of a large company is brought in to interview and assess the students preparing to work in the community.

*Judy Turchetta, School-to-Work,
Mecklenburg County*

Teaching Styles

"The best teacher is not necessarily the one who possesses the most knowledge, but the one who most effectively enables students to believe in their ability to learn." —Norman Cousins

Teaching is a complex process of manipulating the learning environment to ensure that all learners can demonstrate that they have acquired knowledge or skills using their unique learning strategies. The content of the curriculum, learner characteristics, and teacher characteristics continually interact during the instructional process. If discovering a student's preferred learning style is half the battle for teachers, the other half involves identifying their own teaching style for the curriculum content to facilitate optimal student learning. With a commitment to nurturing the growth of learners, teachers have the power to change a number of learning factors:

- instructional planning
- delivery of instruction
- scope and content of assignments
- evaluation procedures
- curriculum materials
- classroom and behavior management systems
- expectations and attitude.

Many educators believe that if they engage as many of the senses as possible, students are more likely to retain the information. A popular example exemplifies the notion of learners as active or passive:

People remember

- 10% of what they read
- 20% of what they hear
- 30% of what they hear and see
- 70% of what they say
- 90% of what they say and do.

Another way to apply learning styles to teaching styles is to examine one or more of the teaching style inventories and try instructional strategies aimed at meeting the needs of as many students as possible. Presenting new material using a variety of learning style strategies can enhance student performance and help them further develop styles that are not their strengths. The following example illustrates how Multiple Intelligences learning styles can be applied to teaching (Armstrong, 1994).

BRIGHT IDEA



Because students learn differently, teaching strategies should stimulate multiple senses. For example, multimedia instructional techniques with imbedded video/audio clips allow students to see, hear, and manipulate lessons. Students can replay the information to reinforce the lesson and retain the information.

*Sandra R. Foote, MS, RN,
Health Occupations,
Chesterfield County*

BRIGHT IDEA



I videotaped an interview with a restaurant owner and edited the tape with jazz music and facts about the restaurant industry. I interviewed the manager/owner about running a restaurant and toured the facility, meeting the chef and wait staff. The videotape was approximately 11 minutes long. *Bev Dodge, Marketing Education, Chesterfield County*

When teaching basic fractions and decimals, I instruct the students to think of a dollar bill (we all know money!). We start with the most commonly used fractions such as, $1/4 = .25 = 25$ cents; $1/2 = .50 = 50$ cents; $3/4 = .75 = 75$ cents; and $1 = 1.00 =$ a dollar. We then move on to a more difficult level. It works! *Harry Sydow, Mathematics, Russell County*

STYLE	INSTRUCTIONAL STRATEGIES
<i>Linguistic</i>	Learner preferences: read, write, talk, listen, communicate <i>Strategies</i> : lectures, class discussions, word games, story telling, journal writing
<i>Logical-Mathematical</i>	Learner preferences: quantify, think critically, conceptualize <i>Strategies</i> : Problem-solving exercises, experiments, games, brain teasers, mental calculation, questioning, puzzles
<i>Spatial</i>	Learner preferences: see, draw, visualize, map <i>Strategies</i> : visuals, drawings, imagination games, metaphors, videos, movies
<i>Bodily-Kinesthetic</i>	Learner preferences: build, act, touch, feel, move, coordinate <i>Strategies</i> : hands-on, tactile matter, drama, dance, sports, movement, craft or skill
<i>Musical</i>	Learner preferences: sing, rap, listen <i>Strategies</i> : songs, musical instruments, radio
<i>Interpersonal</i>	Learner preferences: teach, collaborate, interact, lead <i>Strategies</i> : cooperative learning, tutoring, social involvement, simulations, board games
<i>Intrapersonal</i>	Learner preferences: connect, personalize, reflect, self-directed <i>Strategies</i> : individualization, independent work, esteem building, goal setting

TEACHING STRATEGIES

The following compilation of teaching strategies offers suggestions for relating what is taught and how it is taught to the needs of learners.

- Illustrate the connection between academic and workplace skills.
- Focus instruction around workplace/employment goals.
- Train students to analyze job functions and develop their own accommodations (see Appendix A, page 123).
- Summarize key points at the end of each session, or have students summarize the main ideas presented in the lesson.
- Present materials that are legible, readable, and easy to understand.

- Use illustrations and graphics to highlight main ideas.
- Coordinate all materials, handouts, and overheads with oral presentations.
- Provide opportunities for students to explore and understand their own learning styles.
- Continually reevaluate teaching strategies.
- Use cooperative learning and team skills.
- Let students use a variety of strategies to think through and solve problems.
- Provide students with instruction in learning strategies.
- Make instructional materials relevant to past experiences of students.
- Present materials requiring students to use a variety of senses or intelligences (see page 10).
- Ask for feedback; challenge and continually question students.

Educators typically adapt curriculum content by employing a variety of teaching strategies. The following list provides examples of modifications that other teachers have found helpful.

- Direct instruction to individual students.
- Offer individualized instruction to meet specific needs.
- Follow mastery learning techniques (individual pace learning).
- Base lessons on task analyses (step-by-step instruction).
- Give demonstrations to provide visual cues.
- Initiate project development activities (ongoing, long-term assignment).
- Plan field trips and site visitations to supplement classroom learning.
- Arrange for student job-shadowing of potential positions.
- Use student-teacher contracts to address behavior and academic concerns.
- Reinforce appropriate behaviors with simulations and role-playing activities.
- Facilitate peer and cross-age tutoring and/or mentoring.
- Use flexible grouping strategies to promote teamwork.
- Facilitate cooperative learning (small groups, buddy system).
- Use various mediums to stimulate all of the senses.
- Incorporate computer and technology applications across the curriculum.
- Participate in collaborative teaching to share expertise and eliminate duplication.
- Link academic and vocational curricula to make material more meaningful.

A teaching effectiveness quiz appears in Appendix A, pages 124-125.

BRIGHT IDEA



Students role play an employee and employer during an interview using "emotionally laden" words (i.e., lazy, stupid). These words have been previously discussed. The class critiques the interview and reconstructs a positive scenario. This is especially good for teaching about stereotyping.
Valerie Bare, Education for Employment, Chesterfield County

Use a variety of games to emphasize or review subject matter. One example is Health Bingo—I substitute health phrases/terminology for numbers on the bingo card. The caller gives a definition of term/phrases and students must match it with the appropriate term. Another popular game is Jeopardy—students compose the answers, construct a board, and then play. All students plan and play the game. It gives the students with special needs a chance to shine because they can win at Bingo and contribute to the team effort in Jeopardy. Everyone benefits!
Debbie Johnson, Health Occupations, Carroll County

Modifications and Accommodations

"If you do what you've always done, you'll get what you've always gotten."

—Anonymous

As educators help prepare students to become productive, participatory members of society, their primary focus should be on student-centered learning rather than on curriculum content-centered programs. Student-centered learning requires flexibility and acceptance of all students as teachers prepare activities and materials relevant to individual needs. *Individualized instruction does not necessarily mean one-to-one teaching.* However, it does require knowing each student and recognizing the best ways to reach each one. Individualized instruction involves modifications, adaptations, and/or accommodations in evaluation, curriculum/materials, teaching and motivation strategies, the physical environment, and classroom-management techniques currently used by most educators. This section provides suggestions and strategies for implementing a more student-focused approach in the classroom. See also Appendix A, page 123.

CURRICULUM ADAPTATION

Curriculum adaptation means tailoring classroom experiences and activities to meet the unique needs of individual students, *without* compromising the material content or lowering standards. Modifying curriculum may entail minor adjustments, such as tape-recording a lecture or developing a parallel curriculum with the same content. Adaptation also involves removing unrealistic, nonessential information from an existing curriculum.

Both students and teachers must understand that curricular modifications are variations in the content and delivery of the materials, *not* a change in the substance of the material. Choosing appropriate materials, altering existing materials, and identifying new curricula are key to the success of all students. All students can be motivated and successful in the classroom if curricula are revised to reflect individual learning styles.

BRIGHT IDEA



The learning process for students with hearing disabilities is a two-way street. When teaching a student with a hearing impairment, we made an agreement. She taught me a "sign" a day, with the help of her interpreter, and I taught her something new about agriculture.
*Tad Phipps, Agriculture,
Wythe County*

I begin each day with a warm-up activity. Each day there is a question, consumer math problem, or open-ended sentence on the board. The students are to date the entry, write the question or statement, then complete it. On Monday of each week, they write a *positive* "Thought for the Week." This activity gets them in the room, in their seats, and ready to work!
*Joann S. Ervin, EFE/WCEP,
Norfolk City*

BEFORE CLASS BEGINS

Anticipating the learning needs of students and providing a smooth transition into the classroom is essential. To this end, teachers should collect information about learners and try to create a supportive learning environment that is challenging for students. Before the class begins, teachers can gather information in a variety of ways.

- Meet with the student before class to establish rapport.
- Talk with the family to better understand their concerns and perspectives.
- Make sure the class is offered in an accessible facility.
- Arrange to tour the classroom to determine if there are issues to be addressed.
- Read the student's file to gain background and educational information.
- Become familiar with the student's needs and abilities by contacting previous service providers.
- Develop a procedure to allow the student with diverse learning needs to ask for accommodations in advance.
- Provide students with a detailed syllabus outlining course requirements.
- Provide students with a list of texts and supplemental readings required far in advance.
- Accept and respect the student's learning needs.

See Appendix A, page 123, for an Accommodation Request form that acquaints teachers with students' diverse learning needs and suggests accommodations that facilitate student success in the classroom.

DURING CLASS

Once teachers have identified students who need assistance, the following in-class accommodations may help meet those students' needs.

- Provide a daily review.
- Use demonstration and modeling to clearly present material.
- Provide guided practice.
- Ask a variety of questions.
- Ask a student to repeat information given to clarify understanding.
- Provide specific, immediate feedback and corrections to students.
- Expect independent work only after guided practice.
- Review material frequently.
- Give assignments both orally and in writing.
- Present new vocabulary in meaningful context.

- Facilitate the use of tape recorders.
- Facilitate the use of note-takers and/or laptop computers.
- Facilitate the use of interpreters.
- Provide review sessions.
- Speak directly to students using natural expressions and gestures.
- Ask the student directly about individual needs.

MODIFIED EVALUATION TECHNIQUES

Teachers may need to modify evaluation strategies and materials for students with diverse learning needs. Each student must be considered individually, and evaluation should be based on each student's needs and abilities.

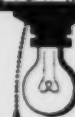
Modified methods of assessing student progress may include

- oral tests
- shortened tests
- varying types of questions (inferential, contextual, etc.)
- varying frequency of tests
- untimed tests
- varying types of responses (true/false, short answer, etc.)
- projects/product
- posters/collages/illustrations
- contracts (academic and behavior)
- competency checklists/rating device
- class participation
- video presentations
- oral presentations
- group work evaluations
- partial credit/percent completion grade
- progress-based evaluations (academic and behavior)
- diagnostic observation
- anecdotal records
- journal entries
- portfolio entries.

TEST DEVELOPMENT SUGGESTIONS

Many students have difficulty with teacher-made tests because of format, length, design, legibility, or ambiguity. Tests should help teachers assess what the student knows, not what the student doesn't know. The following list offers some suggestions for developing clear, student-friendly tests and evaluations.

BRIGHT IDEA



Students teach each other in small groups using teacher-prepared materials. Students are graded individually and as a group on class work, presentations, and quizzes, thereby giving the underachiever two chances to excel and peers within the group to develop responsibility for teamwork.

Janet Arnowitz, Special Education, Fairfax County

For students with reading difficulties, or problems staying focused because of outside noise, I tape record the tests. They are then able to read along or test at their own speed, by using a headset.

Lynn Murray, Cosmetology, Gloucester County

Test Preparation

- Provide a study guide *several* days before the test.
- Give practice tests.
- Format class assignments in the same format as tests (test items should reflect technique used to teach).
- Review individually with student.
- Allow time for peer review.
- Consult student *privately* on testing preferences.
- Arrange for alternate test site if needed.
- Refer to student accommodation check sheet for required/suggested testing modifications.
- Avoid long talks before a test.
- Record instructions and questions on an audio tape.
- Reduce noise/distractions as much as possible.
- Place "testing" sign on classroom door to discourage interruptions.
- Avoid having other students turn in papers during the testing time.
- Meet visitors at the door and talk in the hallway.
- Allow enough time for students to complete the test.
- Provide breaks during lengthy tests.
- Retest if necessary.

Test Format

- Type the test. (Do not use dittoed, poorly copied, or cursive handwritten materials.)
- Prepare the test in sections.
- Provide clear, sequential written directions for each section of the test.
- Avoid unnecessary words.
- List one direction per line.
- Underline or highlight directions in bold type or color.
- Read directions orally in addition to providing written instructions on the test.
- Avoid overcrowding on each page by spacing questions and allowing ample space for responses.
- Provide lined paper for written responses.
- Keep the test short. Test only for the material required.
- Define unfamiliar or abstract vocabulary words or simplify vocabulary. Avoid the use of jargon.
- Provide examples of acceptable responses.
- Have student complete one section before handing out the next section.
- Avoid having students copy questions from the blackboard.
- Combine oral and written test questions.
- Avoid the use of unrelated graphics/pictures.

Test Items

Multiple Choice:

- Limit to three choices.
- State the choices briefly.
- Have student circle the correct choice.
- Avoid the use of *either/or*, *all of the above*, and *none of the above*.
- Capitalize and underline words such as Always, Never, Not.
- Simply state the stem question.
- All choices should be grammatically consistent.

Matching:

- Use less than 10 items.
- Group items by concepts.
- Place item and choice selections on the same page.
- Keep items in logical order.
- Have only one correct answer for each item.
- Alphabetize or number each item and selection.
- Place a blank by each item for the letter of the correct answer.
- Avoid drawing lines from one column to another.
- Place choices vertically.
- Be brief.
- Double space between choices.

True/False:

- Use positive statements. (Avoid the use of negatives.)
- Use short, brief statements.
- Have students circle the correct choice.
- Avoid tricky items.
- Avoid asking students to rewrite false questions to make correct statements.
- Avoid trivial statements or ones that do not assess student knowledge.
- Be specific.
- Avoid using too many true/false questions in a row. Spread them throughout the test.

Fill-in-the-Blank:

- Place possible responses below each blank.
- Make the item clear and simple.
- Avoid using alternative forms of a studied word (such as adding *ing*, *ly*, *es*, etc.)
- Always provide choices. (Do not test recall memory skills.)
- Provide numerical units (e.g., ____inches, ____minutes).
- Provide enough space for written responses.

BRIGHT IDEA



We have developed a grading system specifically designed to incorporate different learning levels and styles of all students. It is an alternative to the pass/fail or satisfactory/unsatisfactory systems used in many exploratory programs. We have found this system to increase student participation, improve attitudes, and allow for individualization according to ability levels. Emphasis is placed on "time on task, progress, and participation." Grades are given on a daily basis. No tests are given.

Assignments are based on the age and/or appropriate learning level of each student.

Assignments are given two grades—one for participation/effort, and one for quality.

*Pamela Burnette, Judith Duncan,
Lisa Hill, Sharon Musick, Wanda
Montgomery, and Debra Trice,
Exploratory, Augusta County*

Short Answer/Essay:

- Underline or highlight clue words in directions (e.g., LIST)
- Number sections within an essay question (e.g., 1. define... 2. compare... 3. summarize...)
- Provide examples and define clue words (compare, describe, discuss).
- Provide answer check sheet that lists expected components of each essay (outline).
- Require brief, concise responses.
- Provide dictionaries so students can check spelling.
- Select questions corresponding to the analytical level of the student (interpretive, main idea).
- Write the questions on the students' reading level.
- Have students use computers, when possible, to write essays.

A number of simple modifications and adaptations can meet the unique needs of diverse learners without compromising the integrity of classroom instruction and assessment. A sample testing announcement form and a test development checklist appear in Appendix A, pages 126 and 127

Motivation

"What lies behind us and what lies before us are small matters compared to what lies within us." —Ralph Waldo Emerson

Motivation is a willingness or desire to do something that will satisfy a need. Motivation and needs are closely related; ideally, student motivation comes from within. But in reality, motivation frequently must be enhanced extrinsically by the teacher. Teacher attitude and classroom environment are key factors in helping students develop their own motivation. When a teacher recognizes and respects a student's abilities and limitations, low motivation often is replaced by the desire to learn. Students tend to act as others expect them to act. Student behaviors, such as perseverance, level of aspiration, self-confidence, and aggressiveness, are determined by their self-concept. Teachers can motivate students by providing a "safe" classroom environment in which students are allowed and expected to express their own ideas and succeed on a regular basis.

TECHNIQUES FOR ASKING QUESTIONS

The first step in motivating students is to know what they are thinking. The following four types of questions can help teachers in that quest.

Open-ended

Open-ended questions make it hard for the student to tell you what they think you want to hear.

Example: "Is there anything I need to know?"

Fact-seeking

Fact-seeking questions are used to determine whether students know the needed information.

Example: "What is the theme of your essay?"

Comprehensive

Comprehensive questions allow the students to focus more on answering correctly.

Example: "What are the pros and cons of ...?"

BRIGHT IDEA



Technology Student Association (TSA) competitions offer many opportunities for diverse learners to develop and practice teamwork and critical thinking skills. Whether held within the classroom, school, or school division, or on regional, state, or national levels, these opportunities for friendly competition and peer recognition are great ways to motivate student learning. Students develop ideas and manipulate tools, materials, and devices to solve problems. Involvement in TSA competitions offers learning opportunities that cut across all learning styles. Some specific TSA competitive events that motivate diverse and special needs learners to improve their critical thinking and cooperative working skills include Technology Problem Solving, Technology Bowl, Control Technology, Structural Engineering, and Computer Construction and Application.
David Magnone, Former Virginia TSA Specialist

Thought-provoking

Thought-provoking questions focus on the student/teacher relationship and how the student views the relationship.

Example: "What changes would you make in the class?"

STRATEGIES FOR MOTIVATING STUDENTS

Various strategies have been developed for enhancing student motivation through expectations, incentives, interests and strengths, and simulation. (Brophy, 1987)

Expectations

- Program for success.
- Teach goal setting and self-reinforcement.
- Identify the difference between effort and outcome.
- Communicate expectations clearly.

Incentives

- Offer rewards for improvement.
- Structure appropriate competition.
- Discuss applied value of academic skills.

Interests/Strengths

- Adapt tasks to students' strengths.
- Include novelty and variety.
- Allow opportunities for individual choices.
- Provide immediate feedback to student responses.
- Provide chances for active responses.
- Allow students to create finished projects.
- Include role-playing and fantasy elements.
- Incorporate games.
- Include divergent questioning and high-level thinking.
- Provide opportunities for peer interaction.

Simulation

- Model interest in learning.
- Project enthusiasm and intensity.
- Induce appreciation and interest.
- Induce curiosity or suspense.
- Personalize abstract material.
- Make abstract material more concrete.
- Encourage students' own motivation.
- Model task analysis and problem solving.

BRIGHT IDEA



I noticed when tying word problems to actual students' names, their interest zoomed. This made their math more personal and less mechanical. Bingo! By using fewer problems per lesson, writing problems on the board, and including students' names and interests within the problems, I have observed that their motivation and attention spans improve as well as their math comprehension.

Walter Hensley, *Building Trades*,
Wise County

My students view the videotape "Where There's a Will, There's an A" and complete the reading assignment by listening to the rules and following the directions. They write the rules and apply them to their daily work.

Sherry E. Stiles, *Office Specialist*,
Winchester City

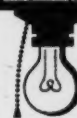
MATERIALS TO MOTIVATE RELUCTANT

READERS

Another strategy for enhancing student motivation is to use materials that are interesting to students and part of their world. If teachers begin "where the student is," it makes it easier for the student to transfer and generalize skills. Some examples of reading materials that can be used include

- joke and riddle books
- album jackets
- comic strips
- travel brochures
- TV schedules
- advertisements
- telephone books/Yellow Pages
- advice columns
- sports page
- driver's manual
- magazines
- comic books
- transportation schedules
- catalogues
- classified ads
- cook books
- biographies
- how-to books
- personal examples

BRIGHT IDEA



Students receive grades for improvement. As progress is made in keyboarding and typing speed increases, the grade improves. If accuracy improves, the grade improves. The grades will continue to climb even if improvement is small.

*Bobbi Jo Hill, Business,
Carroll County*

Falls Church Future Business Leaders of America (FBLA) includes many diverse populations—learning and physically disabled, limited English proficient, gifted and talented, Hispanic, Asian, African-American, Middle Eastern. Guest speakers at FBLA meetings are representative of the chapter membership.

*Beth Wedding, FBLA Advisor,
Falls Church High School,
Fairfax County*

Plans for next year's FBLA activities include sending a letter to parents explaining FBLA and attaching business course offerings. This information will be translated into the major languages of the school population.

*Beth Wedding, FBLA Advisor
Falls Church High School,
Fairfax County*

Behavior and Classroom Management

"That energy which makes a child hard to manage is the energy which afterwards makes him a manager of life." —Unknown

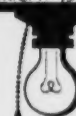
All students benefit from a positive, encouraging learning environment. Effective classroom-management characteristics often are a combination of common sense and sensitivity to the needs of individual students. Following are a few of those winning techniques for teachers.

- Always be prepared.
- Be fair and up-front about expectations.
- Be consistent with discipline and praise.
- Circulate around the room while teaching.
- Maintain good eye contact with students.
- When lecturing, face the students.
- Keep all students involved in the task.
- Reinforce positive attempts.
- Be willing to give individual help.
- Use a variety of instructional methods.
- Use a variety of questioning techniques.
- Listen carefully to what students have to say.
- Always end class on a positive note.
- Use humor, have fun!
- Make learning relevant and applicable.
- Be flexible.

MANAGING SPECIFIC BEHAVIORS IN THE CLASSROOM

The chart on the following page provides a listing of the most common behaviors exhibited by students in the classroom and specific teaching strategies for helping students manage and overcome these difficulties.

BRIGHT IDEA



Students retrieve aluminum cans from the school cafeteria, crush them, and turn them in for cash to purchase savings bonds in recognition of student achievement. This project helps students develop appropriate work behaviors, attitudes, and work stamina.
Steven J. Robeson, Vocational Special Education, Winchester City

For students with difficulty concentrating, I have a list of constructive tasks that I can choose from when the student needs to channel extra energy. As a result, the student gets a feeling of achievement, positive reinforcement, and stays in the good graces of the class.
Rebecca S. Downey, Horticulture, Augusta County

Setting Realistic Goals

- _____ Help student break long-term goals into short-term objectives (task analysis).
- _____ Monitor student progress frequently.
- _____ Ask specific, directed questions to assist student in defining obtainable goals.
- _____ Stress effort and enjoyment for self, rather than competition with others.
- _____ Structure class for team effort and cooperation.

Following Sequence of Steps to Completion of a Task

- _____ Help student develop time lines for assignment due dates.
- _____ Break task down into workable steps.
- _____ Provide examples and specific written and oral directions for each step.
- _____ Provide models of completed assignment and refer to it frequently.

Completing Assignments

- _____ List, post, and announce all steps necessary to complete each requirement.
- _____ Reduce the assignment into manageable sections with specific due dates.
- _____ Frequently check for work completion.
- _____ Arrange for a "study buddy" phone network for each subject area.
- _____ Prioritize assignments and activities.
- _____ Provide partial credit for amount completed.
- _____ Reduce assignment length (strive for quality rather than quantity).
- _____ Increase the number and frequency of positive reinforcements.

Following Instructions

- _____ Gain student's attention before giving directions.
- _____ Accompany oral directions with written directions.
- _____ Give one direction at a time.
- _____ Use a common, familiar pattern for introducing new material.
- _____ Model expected behaviors.
- _____ Check for understanding by having student repeat the directions quietly.

BRIGHT IDEA



For the past nine years, William Fleming FBLA members have helped disabled children learn to fish in the annual "Fishing Rodeo." The activity has been invaluable in teaching members the importance of diversity and the feelings of pride and special accomplishment.

*Vicki Wright, FBLA Advisor,
William Fleming High School,
Roanoke City*

Improving Memory Skills

- ___ Combine seeing, saying, writing, and doing.
- ___ Have student repeat material quietly aloud.
- ___ Teach memory techniques as a study strategy (e.g., mnemonics, visualization, numerous repetitions).

Improving Test Taking

- ___ Use clear, readable, and uncluttered test forms.
- ___ Use the test format that the student is most familiar with.
- ___ Allow ample space for student responses.
- ___ Allow extra time for test taking.
- ___ Consider providing lined paper for short-answer and essay tests.
- ___ Teach test-taking strategies.
- ___ Allow oral testing of students.
- ___ Provide a quiet, nonstimulating environment for testing.

Strengthening Reading Skills

- ___ Provide written material to the student before the class period in which it will be read.
- ___ Provide student with copy of readings with main ideas highlighted.
- ___ Provide an outline of important ideas from a reading.
- ___ Teach outlining, main idea, detail concepts.
- ___ Provide a tape of the chapter or text.
- ___ Allow for alternate method for completing the assignment.

Strengthening Writing Skills

- ___ Allow for alternative method of writing. (typewriter, computer, cursive or printing, scribe)
- ___ Have student proofread finished work when it is cold.
- ___ Grade for content, not handwriting.
- ___ Don't penalize student for mixing cursive and printing.
- ___ Allow for shorter assignments.

Developing Listening Skills

- ___ Provide student with a copy of lecture notes.
- ___ Allow peers to share copies of their notes (carbons).
- ___ Have students compare their notes with those of their peers.
- ___ Provide outline of presentation to be completed during the lecture.
- ___ Encourage the use of a tape recorder.
- ___ Point out key ideas during lectures. (You will want to remember ...)

BRIGHT IDEA



Diverse learners achieve a high level of motivation from helping others. TSA community service projects—such as the Virginia TSA walk-a-thon to raise money and awareness for Operation Smile—offer many opportunities for this type of involvement and improve self-esteem in all learners.

David Magnone, Former Virginia TSA Specialist



Our peer tutoring is designed to pull students out of a scholastic rut, propel them to improve themselves, better their classroom grades, and remain in school through the Flunkbusters Campaign Anti F dropout prevention program. We believe peer tutoring promotes scholastic achievement, stimulates underachievers, assists academically disadvantaged students, reduces absenteeism, and discards counterproductive attitudes. We also tackle problems needing to be resolved in the classroom, home, and community. Also, students receive appropriate training on the roles and responsibilities of effective transition team members.

Richard T. Fuller, Vocational and Technical Education, Richmond City Schools

When teaching students problem-solving skills, I have found it's best to use applied, known concepts to develop solutions for the unknown.

Freddie R. Reed, Metal Trades, King George County

We hold biweekly student association study meetings. Students discuss various topics, including testing strategies, test results, and ways to improve.

Geanea L. Coleman, Technology Education, Halifax County

Maintaining Attention

- _____ Reward attention.
- _____ Reward appropriate listening behaviors.
- _____ Break activities into small units of time.
- _____ Reward for timely accomplishments.
- _____ Use physical proximity to retrieve visual attention.
- _____ Use preferential seating.
- _____ Use earphones, study carrels, quiet settings, etc.
- _____ Teach specific methods of self-monitoring (timer, contract).
- _____ Get student's attention before speaking.
- _____ Attempt to actively involve student in lesson.
- _____ Call on the students when he/she is listening.
- _____ Give student frequent opportunities to get up and move around.
- _____ Give the student a time limit for a small unit of work.

Seeking Appropriate Attention

- _____ Model how student can appropriately gain others' attention.
- _____ Praise students' spontaneous appropriate behavior and reinforce.
- _____ Develop hand signals indicating when and when not to talk.
- _____ Tell the student how you expect him/her to behave.
- _____ Give the student a responsible job (consider a leadership role).
- _____ Pair with responsible peer.
- _____ Allow opportunities for the student to show his/her strength.
- _____ Anticipate dangerous situations (safety issues) and plan for in advance.

Organizing Materials and Self

- _____ Provide student with daily, weekly, and/or monthly assignment sheets.
- _____ Establish a consistent routine for turning in and handing back assignments.
- _____ Reduce distractions.
- _____ Give points for notebook checks and proper paper format.
- _____ Provide a consistent format for handouts and work sheets.
- _____ Establish a daily routine, providing models for the student to follow.
- _____ Have a peer help with organization.
- _____ Assist student in keeping materials in a specific place.
- _____ Provide student with a list of needed materials.
- _____ Be willing to repeat expectations.
- _____ Teach study skills specific to the subject area (e.g., skimming, outlining, summarizing, mapping).
- _____ Provide student with a definite purpose during unstructured activities.

BEHAVIOR CONTRACTS

Behavior contracts between students and teachers can be an effective method of helping students meet program requirements. A behavioral contract is a written agreement of contingencies to be used by an adult with a student to improve the student's behavior and/or academic performance. A contract states the conditions (quality, quantity, time frame) under which a student will earn reinforcement, the evaluation and monitoring procedures to be used, and the type of reinforcement (reward).

Behavioral contracts offer numerous advantages, such as

- providing clear expectations for the student
- allowing for individualization of expectations
- allowing student to assume responsibility for behavior
- reducing subjectivity of the teacher
- involving student in the goal-setting process
- promoting better attitudes in the classroom
- encouraging diversity of assignments in meeting the student's individual needs.

When developing a behavioral contract, teachers may wish to consider the following points.

- Define the desired behavior in *positive* terms.
- Focus on the behavior to be taught—not on the behavior to be changed.
- Success reinforces success.
- Emphasize tasks that help the student receive and value positive attention.
- Distinguish between the student's behavior and the student.
- Use controllable reinforcers (availability, time frame).
- Use vocabulary in the contract that reflects the student's reading level.
- Word the contract carefully to avoid misinterpretation.
- Develop contract with student privately to avoid embarrassment.
- Validate the contract with the student's and teacher's signatures.

A sample student-teacher contract form is included in Appendix A, page 128.

BRIGHT IDEA



Participation in TSA-sponsored activities provides many opportunities for diverse learners to travel away from the school setting. These opportunities help students develop and practice appropriate social skills.
David Magnone, Former Virginia TSA Specialist



Part II
Strategies for Collaboration

Collaboration

"Courage happens when people unite." —Anonymous

Collaborative program development and implementation for students with diverse learning needs has taken on new emphasis in schools. Successful transition planning for students depends on cooperative efforts and problem-solving sessions involving the student, teachers, family, and community representatives.

Independent, disconnected efforts made by families, schools, and agencies typically have not worked. Instead, these entities must develop a supportive, mutually beneficial, working relationship. A successful collaboration effort serves as a model for students who must learn to communicate effectively with adults at home, school, and work. Likewise, open communication regarding the needs of diverse learners benefits academic, special, and vocational educators. Academic and special education teachers gain knowledge of occupational areas, curricula, and prerequisite skills, while vocational educators learn strategies for working more effectively with diverse learners.

Additional advantages of collaborating to meet the needs of diverse learners include

- keeping students in regular vocational education
- dispelling misconceptions and prejudices
- avoiding the lowering of standards and expectations,
- holding students accountable for their work and behavior.

SUCCESSFUL COLLABORATION

Successful collaborations occur when the team adheres to the following principles.

- Define and agree on clear goals, objectives, roles, and responsibilities.
- Address personal needs of team members.
- Respect and value individuals' opinions and perceptions.
- Share responsibilities and accountability.
- Practice effective listening.
- Compile sufficient and accurate information.

BRIGHT IDEA



Lakeland Gardens is an ongoing simulated project supported by grants from the Suffolk Education Foundation and the National Garden Association. The purpose of the project is to create realistic learning experiences to complement the competencies in the EFE curriculum covering pre-employment, employment, basic living skills, and career exploration skills. Activities include planning the garden area of a courtyard; measuring the area and determining purchasing needs; locating places to purchase materials in telephone books, newspapers, and TV advertisements; planting seeds and plants; maintaining the storage area; keeping a record of purchases and donations; and keeping a photographic record of the progress. Thank-you letters are sent, and successes and failures are analyzed before beginning our plans for the following year.
*Alease S. Cooper, EFE Co-op,
Suffolk City*

- Encourage team-building efforts.
- Establish reasonable expectations and guidelines.
- Share resources (time, personnel, knowledge, access).
- Maximize strengths; minimize weaknesses.
- Promote exchange of ideas and views.

Avoid the following behaviors and/or attitudes that hinder the team process:

- unproductive arguing
- interrupting others
- passing judgment and jumping to conclusions
- giving unwanted advice
- assuming the role of "expert"
- duplicating efforts
- using resources and funds inefficiently
- taking sides ("us against them" mentality)
- giving unconstructive criticism
- searching for the perfect solution.

BARRIERS TO COLLABORATION

Collaboration is not always a smooth process. A number of inevitable barriers can prevent or inhibit collaborative attempts. Recognizing and addressing obstacles from the start should avoid later problems and delays. Areas to consider include

Time

- No shared planning time
- Limited preparation time
- Little time for reflective thought
- Committee and extracurricular responsibilities

Space

- Neutral location
- Private location
- Limited or no space

Resources

- Allocation; budgeting concerns
- Access to materials/equipment
- Access to support personnel/parents

School Structure

- Physical isolation of teachers

- Student schedules
- Teaching schedules

Professionals

- Resistance to change/fear of the unknown
- Perceived threat to "individualism" of teachers
- Lack of experience
- Attitudes
- Turf wars
- Absence of administrative support
- Conflicting missions and priorities
- Terminology/jargon

Skills

- Lack of experience with collaborative planning
- Lack of knowledge of learning styles and differences
- Lack of comprehensive in-service training

PROBLEM-SOLVING STEPS

When teams encounter a barrier, it helps to have a plan or process in place for dealing with problems in a rational and timely fashion. Consider the steps to problem-solving listed below or using a problem-solving responsibility chart to guide discussion. See Appendix A, page 129.

Define the Problem

- Describe precisely and narrowly.
- Consider all sides.
- Consider target audience.

Generate Possible Solutions

- Brainstorm.
- Read relevant literature and research.

Evaluate Potential Solutions

- Consider the pros and cons of each option.
- Complete task analysis.
- Identify resource availability.
- Identify expected outcomes.

Select Solution

- Determine feasibility.
- Identify individual preference.
- Assess comfort level.

BRIGHT IDEA



Students participate in practical activities that prepare them for the world of work. The Special Education and Work & Family Studies departments have designed a team-teaching approach curriculum. Teachers work together to plan activities that use the strengths of each teacher and meet the objectives set forth for each student in his or her IEP. The students also participate in a variety of activities designed to promote teamwork, cooperation, and future career skills.

*Kay Kitner, Special Education,
and Carolyn Goines, Work &
Family Studies, Clark County*

Implement Plans

- Assign responsibilities.
- Define criteria for success.
- Develop time line.
- Schedule evaluations.

Evaluate the Outcomes

- Have the goals been achieved?
- Is everyone satisfied?
- Is there a need to modify?
- Analyze reasons for success or failure.

Provide Feedback

- Timely
- Descriptive
- Accurate
- Concise

SUPPORT SERVICES

The collaboration of educators in school-based settings is essential for a comprehensive support system to be organized and implemented for students from special populations. Support services can be divided into two categories: direct and indirect.

Direct support services involve working with students in their classrooms. Examples include

- instruction in an academic or a vocational classroom
- instruction in a resource setting
- curriculum modifications
- modified teaching styles
- instructional adaptations
- motivational techniques
- skill demonstrations
- tutoring services
- job coaching.

Indirect support extends beyond instruction to ultimately provide students with improved services. Examples of indirect support include

- inservice and/or professional development sessions
- follow-up studies of program leavers and completers
- student progress monitoring while enrolled in academic or vocational education programs

- shared methods, activities, and lesson plans among educators and parents
- tests and other assessments
- audiovisual/computer equipment
- constructive field trips
- student support groups (e.g., Job Clubs)
- summer work programs
- career awareness and exploration
- parental involvement and training programs.
- study groups or "study-buddies" to support students with special needs
- cooperative learning activities
- mentoring programs.

TIPS FOR DEVELOPING PARTNERSHIPS WITH PARENTS

Parental involvement in schools is reflected positively in the lives of their children. Research has shown that student attendance, grades, and self-esteem improve for students who have involved parents with high expectations. School personnel must view parents as assets and be committed to establishing meaningful links to families. The following suggestions are offered to help educators build stronger school-family relationships.

- Establish rapport with parents early in the year. Call right away—before problems develop—so that the first parent contact is a positive one.
- Invite parents to talk about their traditions, experiences, hobbies, or occupations.
- Send "up slips" to parents as opposed to "down slips," making sure that positive notes are a different color than the more negative types of communication that parents sometimes receive. Schedule a parent conference because the student is performing well in the classroom.
- When sharing information with parents, sandwich any necessary comments about problems or deficits between two positive statements.
- During interaction with parents, notice how behavior is received and/or perceived, and adapt.
- When interacting with parents, never assume anything.
- When several staff members are meeting with parents, make sure each is introduced by role and purpose for being included in the meeting.
- Introduce parents to all support personnel working with student.

BRIGHT IDEA



A collaborative program exists between New Horizons Regional Education Center (NHREC) and the Phoebus High School special education department. This program provides an on-site special education teacher to 1) develop a communication network between the high school and NHREC teachers to identify and facilitate understanding of individual abilities and needs of students with special needs, 2) provide the opportunity for successful completion of IEP transition goals, 3) expose eighth-grade students to the transition options available through NHREC, and 4) coordinate transition services by providing instructional support to teachers, administrators, and high school students participating in a NHREC program. Student transition folders contain a vocational assessment report, a completed student survey, a vocational interview, and a year-end report.

Mary S. Lee, Career Technical Education, Hampton City

BRIGHT IDEA



To encourage community involvement: volunteer as a class to help with recycling, have your class participate in the Adopt-a-Highway program, use the 4-H Center's Confidence Course, and take flowers to nursing homes. Also, take advantage of your community resources and increase awareness by using the public recreation facilities for physical education opportunities.

Jack Barker, Alternative Education, Washington County

- Some parents shy away from being handed sample work, preferring to have the work laid out on a surface to view without forced attention. Do not continue talking when parents are reading their child's work.
- Send out monthly newsletters to parents, describing class activities, school news, and upcoming events. Include a "Parent's Corner" that features comments and ideas from parents. Attach articles from other sources that may interest parents.
- Encourage parents to volunteer in the classroom or to give a lesson on an area of expertise such as their job or hobby.
- Invite parents to help students find library resource materials and reference books on a research topic.
- Send follow-up notes to parents after meetings. Circulate a pamphlet about parental involvement in IEP and transition planning conferences.
- Start a "Home Book" notebook of class pictures, activities, and writings that students take turns sharing with parents at home.
- Place a "Parent's Board" at the school entrance for posting items of interest to parents, examples of class work, and photos.
- Invite students' parents, grandparents, neighbors, and siblings to class trips, performances, and sporting events.
- Write thank-you notes to parents for their suggestions and time.
- Invite parents from different countries or culture groups to talk to students about their customs and culture.
- Ask parents what their family goals are, and address how those goals are being met by the classroom curriculum and instruction. (PEATC, 1991)

ENCOURAGING COLLABORATION WITH FAMILIES

After students exit the educational system, the family has ultimate responsibility for their children, and, therefore, the biggest stake in the transition process. Educators may find the following strategies helpful in keeping parents engaged in transition planning and delivery.

- Give families the opportunity to visit the school, use the library, and talk with teachers and administrators at their convenience.
- Increase awareness of and sensitivity to family time constraints.
- Give adequate advance notice of meetings.
- Arrange and facilitate peer support groups for teenage, single, working, and/or custodial mothers and fathers.
- Provide before-school child care so that working families can meet with teachers before going to work.

- Conduct evening meetings, with child care provided, so that working families can regularly attend.
- Establish bilingual hot lines for families who do not speak English.
- Post informational signs in the school using the most common languages spoken by students' families.
- Send messages to families in their primary languages, announcing meetings and suggesting ideas to promote their child's education. (Some families may need oral communication because they do not read.)
- Establish or support family learning centers in schools, churches, and/or storefronts. Offer assistance to families who want to help their children learn.

(PEATC, 1991)

COMMUNICATION FROM HOME TO SCHOOL

Recognizing the existence of barriers between the school and family is the first step in bridging the communication gap. The following suggestions are provided to help educators overcome communication barriers commonly reported by families.

BARRIERS	BRIDGES
Appear to be the authority.	Be interested, not impressive; promote the family's confidence in their own authority.
Avoid the issue or patronize and pay lip service to the family's concern(s).	Listen so that you are completely clear about the family's concern(s); not getting their message will "come back to haunt you."
Make snap recommendations based on emotions.	Get enough information. Find out what has been tried before, and ask advice of others.
Form opinions based on stereotypes, rumors, etc.	Wait and form your own opinions; observe behaviors.
Make excuses and blame factors you cannot control.	Focus discussion on factors you can control.

BRIGHT IDEA



A Day on the Job: Business and Students Exploring Careers Together is a job shadowing program for students enrolled in Chesterfield Communities In Schools (CIS) alternative education program. An important component of the CIS program is preparing students to transition either to the work force or to higher education. Through career shadowing, students learn about the world of work, including educational and skill requirements for particular careers, employee responsibilities and opportunities, and job-application procedures. All career shadowing is linked to the curriculum. Students benefit by gaining an increased perspective for career planning plus a clearer understanding of the work ethic. Business and industry benefit by promoting students' understanding of economics, showcasing their company product/service, and meeting the labor market of the future.

*Martha J. Frickert, Business,
Chesterfield County*

BARRIERS

Assume the family's concern is directed at you or your job performance.

Talk too much and control the discussion.

Ask questions that intimidate the family.

Use educational jargon; be patronizing and condescending.

(PEATC, 1991)

BRIDGES (CONTINUED)

Keep in mind that the family is usually concerned or upset about an issue that has nothing to do with you personally.

Give the family at least two-thirds of the time allotted to the meeting.

Respond with statements and questions.

Be sensitive to the language levels, vocabularies, and background of the family. Adjust your language, but be yourself.

EXTERNAL COLLABORATION

Many services that diverse learners require are found outside the school setting. The success of these students in the classroom and the workplace depends on partnerships developed among the school, community agencies, business and industry. Successful external collaboration requires "the coordination of the available resources of both public and private agencies" (Sarkees-Wircenski and Scott, 1995). Unfortunately, the maximum potential for assistance to diverse learners from community agencies and business/industry groups is often unrealized due to fragmented services, duplication of services, miscommunication, limited resources and funds, and the absence of a coordinated delivery system.

Initiating external collaboration projects is a responsibility shared by teachers, administrators, students and their families, and the community.

STEPS FOR ESTABLISHING INTER-COMMUNITY RELATIONSHIPS

Building relationships with community agencies, employers, and services involves time, energy, and commitment. The steps that follow

provide a framework for successfully establishing and maintaining these important relationships.

Developing the Plan

- Develop a proposal and present it to key people.
- Select key people in each agency to serve on the interagency team.
- Get to know each other both professionally and personally.
- Obtain top administrative support.

Implementing the Plan

- Do not wait for every detail to be in place before implementing your plan.
- Start small and build on your successes.

Revising the Plan

- Make adjustments in personnel, the process, procedures, and resources, if needed.
- Acknowledge fears, concerns, and limitations.
- Acknowledge historical baggage, and focus on the present and future.
- Establish communication patterns.
- Proceed carefully when discussing job descriptions, competency issues, integrity, and when invading agency boundaries.
- Build a shared vision of the future.
- Expect some frustration.
- Work in areas in which you can succeed, and celebrate this success.

Assessing the Plan

- Smooth out the rough spots and build in efficiency.
- Update and revise the vision.
- Remember: Individuals change more readily than institutions.
- Use community-wide needs' assessments to determine resources needed to solve problems.
- Formalize the procedures and process (contracts, applications).
- Expect regression.



Part III

School to Career Transition

School to Career and Life Transition

"We're still not where we're going, but we're still not where we were."

—Natasha Josefowitz

For many years, educators have addressed the complexities of preparing the nation's youth for adult life. They have recognized the need for a wide range of vocational, community, employment, and transition options for students. Educators have built school-level programs with the goal of enabling all students to make a smooth transition from school to the workplace, further education, and community. The intent is to offer every student the opportunity to gain actual work-based experience essential to successfully entering work and/or future training. Carrying out this mission requires that schools become partners with the community.

Transition programming for all students is crucial to their success as adults. Research shows that students with diverse learning needs are faced with high drop-out rates, limited postsecondary education enrollments, high unemployment and underemployment rates, and few opportunities for community participation. McCarty and Hess-Grabill (1990) report that "the challenge educators find in this situation is to build broad-based, cooperative, and multifaceted transition programs, flexible enough to assist students individually and collectively from high school to post-school employment or further training."

Transition is an ongoing, long-term effort requiring the active participation of people determined to improve the post-school outcomes of today's youth. These students face a fast-paced and ever-changing world. Mastering skills to survive and prosper in this environment is a must.

While vocational transition efforts focus on employment and further training as the primary outcome, diverse learners also require planning and delivery of services leading to community living.

Vocational educators have served as members of instructional teams to plan and deliver appropriate vocational services to students with special needs for more than 20 years. Participation on these teams promotes the identification of

- what promotes learning and what does not
- conditions for success

- social skills and work behaviors for specific vocational programs
- problem-solving skills
- use of accommodations and adaptations
- required modifications and their impacts
- assessment methods to be used
- student choices.

THE ROLE OF THE VOCATIONAL/TECHNICAL EDUCATOR

Vocational educators support diverse populations through a variety of activities and approaches designed to help students succeed in school and in the workplace. Vocational educators are a key contributor to their students' attainment of independence in the community. Their role in the student's transition process may include

- becoming involved early in the transition process
- addressing long-term vocational and independent living needs of the individual
- identifying transition activities leading to goal accomplishment
- assuring optimal use of all assessment data
- identifying and using the student's learning style preferences
- helping determine the functional abilities required and challenges of employment
- focusing on accommodations, strategies, acceleration approaches, effectiveness of intervention, and implementation of modifications
- assisting students in practicing safety regulations.
- assisting students in operating equipment and machinery used in the vocational classroom
- monitoring student progress and encouraging positive worker traits
- developing a support network around an individual to assist in meeting needs
- encouraging participation in student leadership organizations
- keeping records of contacts with students, parents, instructors, and other school personnel
- teaching rights, responsibilities and self-management skills.

BENEFITS OF VOCATIONAL PLACEMENT

Research studies indicate that placement of diverse learners in vocational programs is essential to achieving the transition outcome

of employment and postsecondary training. Vocational placement of students while they are in high school yields increases in

- graduation rate
- employment rate in high-skill, high-wage jobs
- occupational preparation beyond the secondary level
- self-esteem and levels of expectations
- knowledge of career options
- knowledge of the linkages (resources) from school to career
- self-sufficiency.

See Appendix A, page 130, for a form that the vocational educator can use to provide information about prerequisite skills and frequency needed in specific courses.

PROGRAM COMPONENTS FOR SUCCESSFUL TRANSITION

In a review of transition programs, the following components were identified in exemplary programs. Teams can use this checklist to examine current practices and recommend improvements according to local needs. (Also see a sample Individualized Transition Program in Appendix A, page 131.)

Program Development

- _____ Administrative leadership
- _____ Budget information (funding source)
- _____ Professional development/training
- _____ Common mission

Materials and Delivery

- _____ Functional curricula
- _____ Academic and vocational education
- _____ Options of instructional settings provided
- _____ Cooperative learning experiences provided

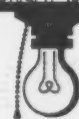
Direct and Indirect Support Services

- _____ Instructional support services
- _____ Ongoing career guidance and counseling
- _____ Job placement services

Formalized Articulation and Communication

- _____ Family/parent involvement
- _____ Community membership
- _____ Vocational program information available

BRIGHT IDEA



The Work Awareness and Transition (WAT) program is designed to help high school students with special needs to understand, change, and/or improve specific work behaviors that inhibit their success in a vocational training program or on the job. The WAT program has designed two simulated work environments in carpentry and food service. Products are sold daily, and students receive shares of income depending on work output. Through operating a "business," students build self-esteem, successfully complete projects, focus on strengths and abilities, make positive changes in their behaviors, learn work-related skills, and develop realistic long-term career plans. *Thomas J. Schmitt, Work Awareness and Transition, Newport News City*

Have students make a set of personalized checks and prepare a checkbook. Students receive a paycheck weekly or biweekly for class attendance. If they are absent, they receive no pay. Students then deposit money into the checking account and balance their checkbooks. This activity teaches the relationship between work attendance and pay and provides a reality lesson in earning money. The activity can run for several months to show the use of money and routine expenses over a period of time. *Joann S. Ervin, EFE/WECEP, Norfolk City*

- _____ Individualized Education Program (IEP)
- _____ Formalized transition teams
- _____ Intra- and inter-agency collaboration

Work Experience

- _____ In-school work experiences
- _____ Community work experiences

Evaluation

- _____ Individual student assessment
- _____ Formative program evaluation
- _____ Outcomes evaluation
- _____ Follow-up studies of graduates and nongraduates

KEYS TO SUCCESSFUL STUDENT TRANSITION

The following vocational assessment and appropriate vocational training approaches have been found to be key elements in the successful transition of youth to adult life.

- Provide career awareness and exploration.
- Establish appropriate adult behaviors and responses.
- Develop problem-solving skills.
- Develop social and personal relationship skills.
- Strengthen and apply functional academic skills.
- Develop community and world knowledge.
- Plan individualized goals and objectives.
- Encourage a collaborative team approach.
- Implement a lifelong learning plan.
- Develop community social supports.
- Create independent, community living skills.
- Manage movement from school to adult life situations.

PLANNING TIPS FOR TRANSITION

When planning for a student's transition to the world of work, educators should consider the following suggestions for enhancing the move.

- Transition cannot be a last-minute effort. Team members need adequate time to reflect and make difficult decisions. Schools and agencies need time to transfer needed services.

- The importance of work-based learning and on-the-job training increases as the student gets older; therefore, students should participate in community work experiences while in high school.
- Retention and transfer of skills improves significantly when students are taught in the community setting in which they will work and live.
- Family involvement should be expected and encouraged throughout the planning and implementation process.
- Transition planning for all students should begin as early as the elementary school years.
- Transition planning should be reviewed annually or when a significant change has occurred in the student's life. (e.g., moving to a new area).
- A planning checklist may help coordinate the transition planning process.
- Written interagency agreements guarantee the provision of services and avoid duplication of services.

STRATEGIES FOR CAREER TRANSITION

The following strategies are suggested activities to assist students in developing awareness of careers. The activities can be provided as early as elementary school.

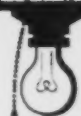
Presenters: Invite business representatives of various of careers/occupations to visit the classroom and discuss their day-to-day work activities with students.

Pen Pals: Encourage students to correspond with classroom presenters and other workers in their communities concerning job-related expectations and questions. Ask presenters to respond and, perhaps, send additional informative materials (e.g., photos, brochures). Contact the local Chamber of Commerce for local business addresses.

Field Trips: Plan site visits to workplaces so that students can observe workers in real-life occupational situations.

Fairs: Students can display occupational materials, present reports about occupations, develop scripts and videotape mock job interviews, invite community speakers, and complete computerized resumes and job applications.

BRIGHT IDEA



After completing a unit on employability, I arrange individual interviews for students through the local Virginia Employment Commission. A panel of two to three interviewers asks each student approximately 10 questions that employers might use in actual interviews. Each student is videotaped during the interview, and the tapes are reviewed and critiqued by the student and the class. The interviews are conducted in the VEC office.

Mickey Todd, Special Vocational Education, Grayson County

Career Development Materials: Compile collections of books, films, videotapes, pamphlets, and computer programs designed to develop critical viewing skills and occupational knowledge while teaching academic skills. Update information regularly. Businesses, professional organizations, trade schools, and parents are good sources of information.

Bulletin Boards: Display career opportunity information, educational requirements, pamphlets, speaker announcements, visitor information, lists of employer expectations, case studies of successful student workers, etc.

Learning Centers: Provide meaningful academic learning while building awareness of careers.

Aptitude Inventories: Instructors can create personalized inventories with fewer questions. Use inventories to initiate dialogue aimed at increasing student awareness about specific careers.

Computerized Job Information: Virginia VIEW is a computerized system describing job opportunities, duties and responsibilities, qualifications, and employment outlook. VirginiaVIEW is available to all middle and high school students in Virginia.

POST-SCHOOL TRANSITION OUTCOMES

Transition is an outcome-oriented process leading to employment, further education, and community living as an adult. Desirable outcomes are determined by an individual's interests, abilities, and preferences. Every outcome is not applicable to every student. Below is a listing of *potential* transition outcomes.

- Moves about in the environment
- Is responsible for self
- Functions independently
- Participates in the community
- Is employed
- Makes healthy life style choices
- Is aware of basic safety, fitness, and health care needs
- Is physically fit
- Complies with community rules
- Votes in all elections
- Volunteers in the community
- Pays taxes
- Communicates appropriately
- Demonstrates problem-solving skills

- Demonstrates functional academics (math, reading, writing)
- Demonstrates competence in technology use
- Manages frustrations and stress effectively
- Has a strong self-concept
- Respects cultural and individual diversity
- Makes adaptations and shows flexibility
- Compensates when needed

(Ysseldyke, Thurlow, and Gilman, 1993)



Part IV
Special Needs Populations

Special Needs Populations

"Understanding human needs is half the job of meeting them."

—Adlai Stevenson

Students with diverse learning needs present one of the educational system's greatest challenges. Individuals in this group share a common bond of limited opportunities for further education, live at or below the poverty line, and are underemployed or unemployed.

During the past 28 years, vocational legislation has identified students as "special needs" if they require special support services or accommodations to succeed in vocational programs. Recent national data revealed that students with special needs make up more than 40% of the enrollment in vocational education programs. The major categories of students with diverse learning needs are

- economically disadvantaged
- academically disadvantaged
- disabled
- homeless
- Limited English Proficiency (LEP)
- criminal offenders
- foster children
- migrants
- gifted
- nontraditional students
- dropouts or potential dropouts.

SPECIAL NEEDS POPULATIONS: DEFINITIONS

Economically Disadvantaged

An economically disadvantaged family or an individual who is eligible for one or more of the following benefits:

- Aid to Families with Dependent Children (AFDC) under Part A of Title IV of the Social Security Act
- Food Stamp Act of 1977
- Section 1005 of Chapter I, Title I of the Elementary and Secondary Education Act of 1965
- Pell Grant or comparable state program of need-based financial assistance
- Title II programs of the Job Training Partnership Act (JTPA)

Academically Disadvantaged

An individual who meets one or more of the following indicators may be considered academically disadvantaged:

- scores below the 25th percentile on a standardized achievement or aptitude test
- achieves below 2.0 on a 4.0 scale (where the letter grade of "A" equals 4.0) at the secondary school level
- fails to attain minimum academic competencies.

Note: The definition does not include individuals identified as having a learning disability.

Disabled

The term disabled, when applied to individuals, encompasses those who are eligible to receive special education and related services through Individualized Education Programs. Specifically, the term disabled refers to individuals who

- have mental retardation
- are hard of hearing
- are deaf
- have a speech or language impairment
- have a visual impairment
- have a serious emotional impairment
- have an orthopedic impairment
- have other health impairments
- have specific learning disabilities
- are autistic
- have a traumatic brain injury
- have multiple disabilities

Homeless

An individual who lacks a fixed, permanent nighttime residence or whose nighttime residence is a temporary shelter.

Limited English Proficiency (LEP)

An individual classified as limited English proficient speaks a native language other than English. For this reason, the individual has difficulty speaking, reading, writing, or understanding the English language. Difficulty with the English language presents a barrier to the individual's success in the classroom, where instruction is in English, and also limits the individual's full participation in society.

Criminal Offenders

Any individual who is charged with, or convicted of, any criminal offense, including a youth offender or a juvenile offender.

Foster Children

An individual who receives, shares, or is afforded parental care from an adult who is not a blood relative.

Migrants

An individual, who has moved within the past 12 months (or has a pattern of moving within the past 5 years) for the purpose of obtaining temporary or seasonal employment in an agricultural or fishing industry.

Gifted

Children and youth who give evidence of high-performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

Nontraditional Students

A student is categorized as nontraditional if he or she is a member of a gender that makes up 25% or fewer enrollees in a vocational education program. A nontraditional student may be identified as nontraditional from the time of enrollment in a program on the state list of eligible programs or in a local program that meets the 25% criteria for gender enrollment. Other categories that usually meet the criteria for nontraditional include single parents, displaced homemakers, single pregnant women, and teenage parents.

SPECIAL NEEDS POPULATIONS:

WHY SERVE THEM?

Research data highlight numerous reasons for serving diverse learners:

- One of every five children under the age of 18 lives in poverty. (Leidenfrost, 1993)
- By the year 2001, half of all children will have spent a portion of their childhood living in poverty. (Conference Board, 1987)
- Of students in K-12, 30% are educationally disadvantaged due to poverty, cultural obstacles, or linguistic barriers. (Maddy-Bernstein and Rojewski, 1992)
- Of school students, 10% have been diagnosed with a disability. (Maddy-Bernstein and Rojewski, 1992)
- Of students with disabilities, 70% will spend a substantial part of the school day in a regular classroom. (Ysseldyke and Algozzine, 1990)
- In their most recent school year, the 78% of students with disabilities who enrolled in vocational courses took at least one of those courses in a regular classroom setting. (Wagner et al., 1991)

- In some city high schools, on any given day, at least 4 out of 10 students are absent. (Sarkees-Wircenski and Scott, 1995)
- Each year 1 million students drop out of school. (Davis and McCall, 1991)
- All races are affected by the homeless status, but the fastest growing population among the homeless in the 1990s is families with children. (Children's Defense Fund, 1991)
- Each night, 300,000 school-age children are homeless. (Stevens and Price, 1992)
- According to U.S. Government statistics, 2.4% of the population was under correctional supervision in 1990. (U.S. Bureau of the Census)
- Adult jails are housing 2,350 children. (Children's Defense Fund, 1995)
- In one day in the lives of American children, 2,795 teenagers get pregnant, 1,106 have abortions, and 372 teenagers miscarry. Every 55 seconds, an infant is born to a mother who is not a high school graduate. (Children's Defense Fund, 1991)
- Every 10 seconds of the school day a student drops out. (Children's Defense Fund, 1995)
- Of the 223,224 students with disabilities age 14 and older who exited the school system in 1991, only 59% left by graduating. (U.S. Department of Education, 1993)
- In 1991, 37% of students who dropped out had been categorized as having an emotional disturbance. (U.S. Department of Education, 1993)

NATIONAL LEGISLATION

In 1968, the Vocational Education Act mandated set-aside dollars from basic state grants for students who were socially and economically disabled. The Department of Labor, beginning with the Manpower and Development Act up to the present day Job Training and Partnership Act, has always targeted the unemployed and underemployed youth and adults. A free and appropriate public education for individuals with disabilities was mandated in 1975 (P.L. 94-142). Since that time, legislation has been updated and expanded to include all special needs populations. The focus of the most recent mandates is ensuring successful transition from school to work. Pertinent legislation reflecting these goals is summarized on the following pages.

The Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392, 1990). Currently, legislation on vocational/technical education is under review by both houses of Congress. The scope of this legislation will be more fully defined when the House and Senate reconvene. The 1990 Perkins Act ensures full participation of individuals with disabilities and other special needs and assists in fulfilling the transition service requirements of the Education of the Handicapped Act. Educational support services such as counseling, vocational assessment, modification and accommodations in curriculum and instruction must be provided to ensure the success of students. The 1990 Perkins Act encourages collaboration with businesses, community-based organizations, postsecondary institutions, and other organizations for transition planning. Programs receiving Perkins funds are evaluated and required to collect data on participation of special needs students with disabilities in vocational-technical education courses and programs.

Individuals with Disabilities Education Act of 1990 (IDEA) (P.L. 101-476) includes transition services and requires states to provide youth exiting schools with a well-coordinated set of activities designed within an outcome-oriented process, which promotes school-to-postschool activities. Those activities include postsecondary education vocational training, integrated employment, continuing and adult education services, independent living, or community participation. A revised definition of the IEP requires that transition services be included for students beginning not later than age 16. Another significant requirement is the identification of the adult service agency provider while the student is in secondary education and planning for the student's transition to the adult world.

Section 504 of the Rehabilitation Act (P.L. 93-112) prohibits discrimination in program services and employment by requiring employers to take affirmative action policies in employing individuals with disabilities. The law states that no otherwise qualified disabled individual shall, solely by reason of ... disability, be denied the benefits or subjected to discrimination under any program receiving federal financial assistance. In addition to the disabilities covered in IDEA, rights are extended to individuals with chronic illness such as AIDS, cancer, or heart disease, drug or alcohol dependencies, and attention deficit disorders. Modification may be required under a 504 plan, which is somewhat similar to the Individualized Education Plan.

Americans with Disabilities Act of 1990 (ADA) (P.L. 101-336) extends the civil rights protection of individuals with disabilities to the private sector. The ADA addresses nondiscrimination in the areas

of employment, transportation, public accommodations, and telecommunications. The Act mandates that employers make reasonable accommodations by making existing employee facilities readily accessible to individuals with disabilities. Employers also are required to provide job restructuring; part-time or modified work schedules; reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustments, modifications of exams, training materials or policies, and other similar accommodations.

Fair Labor Standards Amendments of 1989 (P.L. 101-57) establishes minimum wage, overtime pay, record keeping, and child labor regulations. Guidelines provide that vocational exploration, vocational assessment and vocational training do not constitute an employment relationship if the primary benefit is the education of the student. Limitations are set for a maximum number of hours per job site. Cooperative education programs do not involve an employment situation and students are entitled to the same wages as other employees.

School-to-Work Opportunities Act of 1994 (P.L. 103-239) extends transition services to all youth preparing to exit schools and enter employment or postsecondary training. This policy's centerpieces are the combining of school-based and work-based learning, the unification of academic and vocational learning, and the linkage of secondary and postsecondary education. The Act promotes cooperative learning, paid work experiences, planned programs for job training, career exploration and counseling, and community-home-school partnerships.

PHYSICAL MODIFICATIONS

Safety is a continuing concern for vocational educators. Fortunately, there is no evidence supporting the myth that students with diverse learning needs are more accident prone. If the established rules for safety are followed, equipment properly maintained, and supervision needs met, students with diverse learning needs can be safe, productive workers in any workplace environment.

EQUIPMENT

Equipment modifications are immediately assumed necessary for students with physical disabilities. This may not always be the case. Some students with physical limitations require *no* accommodations, while other diverse learners may need some assistance. (e.g., color-

coding, re-calibrating, relocation, and/or reconfiguring)

Possible equipment modifications for classrooms and labs include the following

I. Installing safety devices on machines

- guard rails
- cover plates
- warning plates for tactile interpretation
- warning lights
- warning sounds

II. Installing adaptive operating devices on machines

- hand controls
- foot controls
- hand-foot controls
- head controls
- mouth controls

III. Adapting existing equipment or securing other equipment

- Place adaptive handles on tools.
- Install guard handles on tools.
- Acquire left-handed scissors or other appropriate hand tools.
- Provide pattern guides.
- Provide cutting guides.
- Provide magnifying guides.
- Provide tape recorders.
- Rearrange work stations/organize tools.
- Assemble parts in sequential order.
- Alter height of work spaces.
- Provide ramps.
- Make tools accessible from two sides.
- Ensure accessibility of storage areas and equipment.
- Use engraved or raised markings.
- Use auditory signals/amplification devices.
- Enlarge markings on tools/visual devices.
- Have supervisors/co-workers learn basic sign language

ENVIRONMENTAL

Many students cannot participate and/or fully develop their skills because of physical access barriers. Modifications to provide access must be made based on the unique needs of individual students. What is appropriate for one student is not necessarily appropriate for another. Some modifications may need to be made to ensure the safety and efficiency of all students. When making a

BRIGHT IDEA



Through the Department of Rehabilitative Services, students with interests in printing are given job shadowing opportunities at local printing industries. The Department sends a rehabilitation engineer to assist the career technical teacher in modifying equipment to meet the individual needs of students.

*Janet Dalton, Special Education,
Lynchburg City*

modification, it need only be made to the extent that it allows for meaningful participation.

Three areas within a school or lab setting are typically considered access barriers—the exterior of the building, the interior of the building, and the facilities. Staff and faculty members are responsible for recognizing these barriers and reporting them to the appropriate administrator. Examples of common access barriers follow.

Exterior

- parking facilities
- parking lot pavement
- curbs
- walkways
- ramps
- stairways
- exterior doors
- weather conditions
- playing fields/stadium

Interior

- corridors/hallways
- floors
- classroom identification
- classroom entry
- doorway width
- laboratory setups
- aisle access in classrooms
- crowded hallways
- interior doors
- access to stage, athletic fields, etc.
- elevator usage
- office access
- cafeteria line access

Facilities

- rest rooms
- drinking fountains
- audiovisual equipment
- computers
- vending machines
- telephones
- miscellaneous machines
- tools
- controls
- equipment

A school building accessibility survey appears in Appendix A, pages 132-135.

ASSISTIVE TECHNOLOGY

Assistive Technology is any product or service that makes life easier. According to the IDEA, assistive technology is any item, equipment, or product system purchased, modified, or customized to increase, maintain, or improve the capacity of individuals (Flippo, Inge, and Barcus, 1995). For individuals with diverse learning needs and physical disabilities, technology can mean the difference between productivity and unemployment. Thousands of assistive technological devices are available, ranging from simple, low-cost or low-tech solutions such as a calculator, saw guards, or book holders to high-tech solutions such as voice-activated speech synthesizers or environmental controls. Such devices enable students to maintain or improve their functional capabilities. In turn, they may gain independence with an increased opportunity for employment, community and independent living activities, and education. Assistive technology devices often help students develop a sense of accomplishment, improve self-esteem, and change their life styles for the better.

Teachers may need help in discovering the best ways to assist students with disabilities. It is essential to carefully assess each student to determine the level and type of assistance needed before supplying or buying a device. It is wise to contact the student's service providers (e.g., physical therapist) for information. The expanding field of assistive technology provides educators and employers with the chance to overcome existing barriers and more readily accommodate individuals with disabilities. A simple process, developed by Mann and Lane (1991), to assist students in selecting appropriate assistive devices follows.

Step 1

Gather background information using the student, teachers, family members, and special education personnel (if appropriate) for information about current and anticipated uses of technology. Student abilities and needs also must be evaluated.

Step 2

Observe the student while approaching a task for social, cognitive, and motor skills across a variety of settings.

Step 3

Determine student's strengths and abilities and assistive technology needs. Team members may conduct physical, cognitive assessments to match the current and future environments in work, home living, independent living, and recreation and leisure.

Step 4

Investigate ideal access system by working with community service providers to determine the wide range of available devices. Technology specialists, rehabilitation engineers, and state-supported information and referral systems also can be accessed.

Step 5

Propose a system by providing information about cost, access, and opportunity to "test" the device with the individual.

Step 6

Once the system is in place, other modifications may have to be made to meet the students' needs for software or hardware.

Step 7

Setting the goals for instruction and training individuals to use the system are paramount in ensuring that the student actually uses the devices. A team approach will ensure that others in the student's environment also are knowledgeable about the device.

RESOURCES

VATS (Virginia Assistive Technology System)

800/435-8490 (voice and TDD)

800/662-9477 (Bulletin board on-line)

VATS provides information on funding; serves as an equipment exchange for people to sell, buy, loan, borrow, or give away used assistive technology devices; and facilitates a referral system for products and services.

VATS Online!

INFOMAC:

<http://hyperarchive.lcs.mit.edu/HyperArchive.html>

Totware:

<http://www.het.brown.edu/people/mende/totware.html>

Alex (for searches):

[gopher://gopher.lib.ncsu.edu/11/library/stacks/Alex](http://gopher.lib.ncsu.edu/11/library/stacks/Alex)

Disability Resource:

<http://disability.com>

WORKPLACE ACCOMMODATIONS

If students experience learning difficulties in the classroom, they are likely to face similar issues in the workplace. Therefore, as students are placed in work-based learning environments, employers should be aware of simple job accommodations they may need to offer to ensure the employee's success. Many of the considerations that are granted to all employees as they age also can be provided easily to meet the needs of diverse learners.

Cognitive Considerations

- Fewer demands for paperwork
- Flexible scheduling, additional time for tasks
- Supervision to reduce stress
- Secretarial time to interpret handwriting and spelling
- Staff and co-worker assistance in time scheduling
- Post-employment follow-up and support by placement and job-development personnel
- Guidance, direction, and repetitive instructions (to aid retention) from co-workers
- Supervisory time required for explaining rules and procedures verbally
- Close monitoring for quantity and quality
- Supervisory time to deal with personal problems
- Close supervision during initial training period
- Provision of sketches, drawings, or photographs to illustrate correct techniques and examples of finished products
- Continual follow-up by placement agency with support staff on call for assistance
- Indefinite continuation of job coaching
- Counseling to solve problems, manage finances, and master living skills
- Frequent assistance and advice from co-workers
- Group counseling and role playing
- One-on-one instruction and training
- Supervisor demonstration instead of verbal instructions
- Instruction in the use of public transportation
- Matching job assignments to the worker's ability
- Use of jigs (mechanical control devices) to facilitate production operations and assist the employee in maintaining quality

Mental Health or Emotional Considerations

- Post-employment follow-up by job placement personnel
- Close monitoring of work
- Post-employment support by an individual or a group of co-workers

BRIGHT IDEA



The Supported Employment Services (SES) at Virginia Randolph Special Education Center (VRSEC) provides specific work skill/habit experiences for students at the secondary level. Services include vocational assessment, community awareness activities, functional living skills activities, job development, preplacement job training, job coaches, and supported competitive work experience. Transition plans have a targeted employment goal and services focus on student outcomes.

*Katherine M. Wittig, WECEP,
Henrico County*

Students in Special Education classes spend from one to twelve hours each week working alongside a supervising mentor. These mentors are generally employees within the school system, including custodial, cafeteria, and office support staff. The focus is on the learning of appropriate work-related behaviors and increasing personal expectations. This experience helps students to connect classroom learning to community-based experiences.

Larry Friedenberg, Job Orientation Program, Winchester City

Mental Health or Emotional Considerations (continued)

- Feedback to a partner or other concerned persons
- Written work schedules of tasks to be accomplished
- Supervisory support to overcome or control job stress
- Alteration of work times and environments to minimize or eliminate distractions

Visual Considerations

- Taxi or driver to assist employee in attending meetings
- Provision of speech synthesizer, Braillewriter, and tape recorders
- Post-employment counseling by job placement agency
- Modification in work schedule to accommodate public transportation schedule, e.g., reduced schedules at night and on weekends
- Assignment to physical facilities that can accommodate communication devices and Braille storage
- Job restructuring so that co-workers proofread, type forms, etc.
- Assistance in answering correspondence

Hearing Considerations

- Work task adjustment to decrease the employee's need to communicate by hearing
- Interpreters for meetings, for communication with supervisors, co-workers or general public
- Volume controls for telephone
- Use of telecommunication devices as needed
- Notebooks and pencils carried by employees
- Pairing with a co-worker who knows sign language

Physical Considerations

- Raised desk to accommodate wheelchair
- Accessible facilities, including bathrooms, meeting and eating areas, entrance ramps, parking, electric door openers
- Assistance in moving supplies and equipment
- Modification of building evacuation procedures
- Accessible transportation, e.g., vans, cars, airplanes, chair lifts
- Accessible equipment, e.g., computers, calculators, telephones
- Attendant for assistance in eating, use of bathroom, etc.
- Office and work arrangements to accommodate limited mobility
- Flexible work schedules and arrangements to work at home one or more days per week (Tindall, Gugerty, Heffron, and Godar, 1988)

An Accommodation Request Form is included in Appendix A, page 123.



Part V
Resources

Glossary

Access: Full and equal participation in the spectrum of educational programs and services that assist youth in making the connection between academic, technical, and work-related skills while in high school.

Accessibility: The ability to enter a facility or building, move about freely, and participate and function effectively in the work environment.

Acculturation: The process of conditioning a child to the patterns or customs of a culture; the process of becoming adapted to a new or different culture with more or less advanced patterns; or the mutual influence of different cultures in close contact.

Adult outcomes: The life style desired for and by a student upon reaching adulthood. Life style includes such areas as living arrangements, employment options, friends, community participation, and other aspects of adult life.

Agency: A governmental or nongovernmental body organized around the needs of a specific population or group with certain functions designed to benefit that population or group.

Assessment: The process of using information obtained through measurement to evaluate or form judgments about a learner's performance on some realistic work task.

Assimilation: The cultural absorption of a minority group into the main cultural body.

Attention Deficit Hyperactivity Disorder (ADHD): A disorder in which individuals have difficulty maintaining an attention span because of their limited ability to concentrate and control impulsive actions.

Bias: Implies a mental leaning in favor of or against someone or something.

Business/industry partnerships: A joint venture between a business (or businesses) and a college or agency designed to facilitate the job placement or development of employability skills.

Connecting activities: These activities from the School-to-Work Opportunities Act are designed to ensure a smooth interaction between work-based and school-based learning components by matching students with employers and establishing liaisons between education and work.

Cooperative education: School-based programs in which primary instruction takes place in the classroom and is supplemented with work-site experience.

Cooperative learning: A term applied to any type of instructional strategy in which students work in teams to accomplish instructional objectives while maintaining individual accountability and group responsibility.

Cooperative vocational education: An arrangement between the school and an employer with each contributing to the student's education and employability in designated ways. The student is paid for work performed in the employment setting.

Cultural diversity: Differences in race, ethnicity, nationality, religion, gender, sexual identity, socioeconomic status, physical ability, language, beliefs, values, behavior patterns, or customs among various groups within a community, organization, or nation.

Cultural awareness: Recognition of the nuances of one's own and other cultures.

Culturally appropriate: Exhibiting sensitivity to cultural differences and similarities and demonstrating effectiveness in translating that sensitivity to action through organizational mission statements, communication strategies, and services to diverse cultures.

Cultural competence: The ability of individuals to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups. Encompasses individuals' desire, willingness, and ability to improve systems by drawing on diverse values, traditions, and customs and working closely with knowledgeable persons from the community to develop interventions and services that affirm and reflect the value of different cultures.

Curriculum-based vocational assessment: A rating procedure designed to determine the interests, aptitudes, instructional needs, and skill development of students based on their ongoing performance within a career/vocational curriculum sequence.

Curriculum modifications: The tailoring of all the experiences and activities encountered in pursuit of academic, vocational/technical preparation to meet the unique needs of the individual student.

Deaf: A hearing impairment which is so severe that an individual is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

Disability: A physical or mental impairment that substantially limits one or more of an individual's major life activities.

Disabled individual: Students eligible for special education services including those with mental retardation, specific learning disabilities, serious emotional disturbances (behavior disorders), speech or language impairments, visual impairments (including blindness), hearing impairments, orthopedic impairments, other health impairments, autism, and traumatic brain injury. Also, an individual having a mental or physical impairment that substantially limits him or her in some major life activity and having experienced discrimination resulting from this physical or mental impairment.

Disadvantaged: Individuals (other than those with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to succeed in vocational education programs. The term includes members of economically disadvantaged families, migrants, individuals of limited English proficiency, and dropouts (or those identified as potential dropouts) from secondary schools.

Discrimination: The act of discriminating or distinguishing differences; the ability to make or perceive distinctions, perception, discernment; a showing of partiality or prejudice in treatment; specific action or policies directed against the welfare of minority groups.

Diversity: A quality, state, fact, or instance of being different or dissimilar; difference; variety.

Disorder: A general malfunction of mental, physical, or psychological processes defined as a disturbance in normal function.

Education for Employment: (EFE) A state-initiated program designed to increase standards in preparation for career pathways, employment, and further education; develop different approaches to gaining technical skills; provide multiple program entry and exit points; and create school-to-work linkages.

Emotionally disturbed: A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems.

Employability skills/work-related skills: Those skills necessary to seek and keep a job.

Equitable participation: Providing individuals from special populations with an opportunity to enter vocational education that is equal to that afforded to the general student population, including an opportunity to enter tech prep programs.

Fair Labor Standards Act: Establishes minimum wage, overtime pay, record keeping, and child labor standards affecting employees in private firms and state, local, and federal governments.

Follow-up: Any follow-along services provided to an individual on the job after initial placement and training to provide support services and to obtain information on which to base changes; examples include periodic on-site visits, phone calls to supervisors, and transportation assistance.

Functional living skills: Basic survival competencies necessary to function effectively in an independent living or community work setting.

Functional curriculum: A curriculum in which students learn the skills that are frequently demanded in natural environments.

Grouping: A process in which members of the class work cooperatively, rather than individually, toward common objectives under the guidance of one or more leaders.

Hard-of-hearing: Refers to a person who, generally with the use of a hearing aid, has residual hearing sufficient to process audible linguistic information.

Health impairment: Causes individuals to have limited strength, vitality, or alertness due to chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, cystic fibrosis, or AIDS, which adversely affects educational performance.

Hearing impairment: The entire range of hearing loss, from mild through profound conditions.

IEP: Individualized Education Program for students with disabilities. IEPs are cooperatively planned by a team of educators, support personnel, and family members.

IVEP: An individualized vocational education plan developed specifically for individuals from special populations who are enrolled in vocational and applied technology education programs.

Interagency cooperation: The coordination of available resources from both public and private agencies whose objective is to provide vocational and applied technology education instruction and services to learners from special populations.

Job analysis: A procedure providing information on what a worker does, how the job is done, and why it is necessary.

Job coaching: The provision of a job trainer who provides on-site support necessary for a student with a disability to perform the tasks of the job; may be time-limited or ongoing.

Job development: Services designed to create jobs for students with special needs.

Job match: Services that match job openings with the abilities, skills, and preferences of students.

Job placement: The process of gathering information about jobs, job leads, and job openings; preparing individuals with job-seeking skills and information; and helping individuals obtain initial employment.

Job shadowing: A program that allows students to become aware of the daily tasks involved in a job of their interest by following a person employed in that area for a period of time (usually part of a work day).

Learning Disability: A disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; or environmental, cultural, or economic disadvantage.

Limited English Proficient (LEP): Individuals who were not born in the U.S. or whose native language is not English; come from an environment where a language other than English is dominant; are American Indian or Alaskan native and who come from environments where a language other than English has had a significant impact on their level of English language proficiency and, therefore, have significant difficulty speaking, reading, writing, or understanding the English language.

Local advisory committees: Groups of individuals from the community that advise vocational and applied technology educators about planning, implementing, and maintaining programs.

Mental retardation: Significantly subaverage intellectual functioning, existing concurrently with related limitations in two or more of the following applicable adaptive skill areas: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work.

Mentoring: A supportive relationship between a youth or young adult and someone more senior in age and experience, who offers support, guidance, and concrete assistance as the younger partner goes through a difficult period, enters a new area of experience, takes on an important task, or corrects an earlier topic.

Mobility: An individual's ability to move in an environment.

Modification: The act of altering or changing some process or object to make it more functional.

On-the-job training: Educational and training experiences provided at a job site, with or without pay.

Orthopedically impaired: A physical disorder that may interfere with an individual's mobility and coordination. The disorder also may affect the capacity to communicate, learn, and adjust.

Present level of performance: Information from formal and informal assessment, observation, and discussion processes that summarize both the strengths and limitations of the student.

Reasonable accommodation: Any change or adjustment that permits a qualified individual with a disability to carry out the essential functions of a job.

Related services: Services provided to students with disabilities including transportation and other support services, speech pathology, psychological services, physical and occupational therapy, recreation, rehabilitation counseling, social work services, and medical services needed by the individual to benefit from special education.

Simulation: A learning process that involves learners as participants in role presentations and/or games simulating real-life situations or environments.

Situational Assessment: Identification of the individual's work characteristics and training needs in relation to actual job requirements.

Special education: Specifically designed instruction for students with disabilities in all settings, including the workplace and training centers.

Speech and language impairment: Abnormal speech in that it deviates so far from the speech of other people that it calls attention to itself, interferes with communication, or causes distress for the speaker or listener. Examples include stuttering, impaired articulation, or a language or a voice impairment that adversely affects an individual's educational performance.

Strategy: A planned, deliberate activity used to acquire knowledge.

Supported employment: Competitive work in a coordinated setting for individuals who are unable to meet the demands of competitive employment.

Support services: Those services that enable individuals from special populations to overcome barriers to gainful employment.

Team: A collection of people who must rely on collaboration if each member is to experience ultimate success and goal achievement.

Transition: A carefully planned process, which may be initiated either by school personnel or adult service providers, to establish and implement a plan for either employment or additional vocational training of a disabled student who will graduate or leave school in three to five years. Such a process must involve special educators, vocational educators, parents and/or the student, adult service systems representatives, and, possibly, an employer.

Transitional employment: Employment designed for those who cannot enter on their own into competitive work but who are able to handle an independent, full-wage job after training and support.

Visual impairment: Even with correction, vision which adversely affects an individual's educational performance. The term includes both individuals with partial vision and individuals who are blind.

Vocational and applied technology education curriculum: The organized content of a program structured as a series; the intended competencies that a student must master to attain an occupational goal.

Vocational aptitudes: The capacity and capability to acquire competencies with a given amount of formal or informal training.

Vocational assessment: A comprehensive process conducted over a period of time, involving a multidisciplinary team with the purpose of identifying individual characteristics, education, training, and placement needs, which provide educators with the basis for planning an individual's program.

Vocational exploration: A component that exposes students briefly to a variety of work settings to help them make decisions about future career directions or occupations. The exploration process involves investigating interests, values, beliefs, strengths, and weaknesses in relation to the demands and other characteristics of work environments.

Vocational training: A component that places the student in various employment settings for work experiences. The student, parents, and school personnel develop a detailed, written training plan, which includes the competencies to be acquired, method(s) of instruction, and procedures for evaluating the training experience. Training is closely supervised by a representative of the school or a designated employee/supervisor.

Vocational Transition Plan (VTP): A vocational transition plan component for which educational personnel and community agencies successfully plan for individual vocational education training as part of the overall transitional services for a student with a disability.

Vocational interests: Occupational interests expressed by an individual through interviews, exploratory activities, or interest inventories.

Work habits: The attitudinal, problem-solving, and interpersonal behaviors that are thought to be critical for student success in classroom settings and in employment situations.

Common Acronyms

AA	Applied Academics
ADA	Americans with Disabilities Act
CSB	Community Services Board
DCE	Department of Correctional Education
DDH	Department of Deaf and Hard of Hearing
DHR	Department of Human Resources
DOE	Department of Education
DRS	Department of Rehabilitative Services
DRVD	Department for the Rights of Virginians with Disabilities
DSS	Department of Social Services
DYFS	Department of Youth and Family Services
EEO	Equal Employment Opportunity
EFE	Education for Employment
EOE	Equal Opportunity Employer
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
ITP	Individualized Transition Plan
JTPA	Job Training Partnership Act

LEA	Local Education Agency
OJT	On the Job Training
OSERS	Office of Special Education and Rehabilitation Services
PASS	Program to Achieve Self Support
PERT	Postsecondary Education Rehabilitation Transition
PIC	Private Industry Council
PVT	Pre-Vocational Training
PWI	Projects with Industry
SSA	Social Security Administration
SSDI	Social Security Disability Insurance
SSI	Social Security Income
STWOA	School to Work Opportunities Act
TAC	Technical Assistance Center
TJTC	Targeted Jobs Tax Credit
UNITE	Unified Intercommunity Transition and Empowerment for Youth with Disabilities
VEC	Virginia Employment Commission
VITC	Virginia Interagency Transition Council
VSO	Vocational Student Organizations
VVCRC	Virginia Vocational Curriculum and Resource Center
WWRC	Woodrow Wilson Rehabilitation Center

Related References

Adger, C. *Enhancing the Delivery of Services to Black Special Education Students from Nonstandard English Backgrounds: Final Report*. College Park, Md.: University of Maryland, 1994.

A project to assess and address the issue of high rates of referral of black students to special education and related services due to their use of nonstandard English in Baltimore City public schools.

Anderson, A. *Accommodating Special Needs Learners in the Vocational Mainstream: Inservice for Salem City Schools Vocational Evaluators*. Roanoke, Va., 1986.

Includes work habits rating scale, teacher learning style inventory, evaluation, and teaching techniques for special needs students.

Baumgart, D. *A Consultant's Use of Qualitative Methods in Implementing Systems Change: A Snapshot of a Ridgeview High School Program in Special Education*. Paper presented at the Forum on Emerging Trends in Special Education: Implications for Personnel Preparation. Washington, D.C., April 9-10, 1990.

This paper reports on an effort to implement systems change in a secondary special education/vocational education program. Issues of concern and frustration are identified.

Bender, W. N., ed. *Learning Disabilities: Best Practices for Professionals*. Stoneham, Mass: Butterworth Heinemann, 1993.

This book reflects current thinking and practices in the field of learning disabilities. Appendices describe a variety of social skills intervention programs and present a sample resume for a hypothetical adult with learning disabilities.

Bingham, M., and S. Stryker. *Career Choices: A Guide for Teens and Young Adults—Who Am I? What Do I Want? How Do I Get It?* Santa Barbara, Calif.: Academic Innovations, 1993.

A nontraditional approach to career planning. An interdisciplinary resource that fits easily into English, social studies, or family life classes.

Bonny Eagle High School. *A Set of Records for Handicapped Students in Vocational Education*. West Buxton, Maine: Author, 1982.

An illustrated process for cooperative sharing that involves sending schools and vocational centers pertinent records and information concerning the strengths, weaknesses, learning styles, and special needs of students who are sent to vocational center programs.

Boreson, L. *A Programming Guide for Emotional Disturbance*. (Bulletin No. 94324). Madison: Wisconsin Department of Public Instruction, 1994.

A guide on programming for students with emotional disturbance, including teaching strategies, behavior management, methods for adapting and modifying materials, and transition. Appendix A provides tips from teachers on dealing with 13 frequently encountered situations.

Breslauer, A., et al. *Guidance and Motivation for JOBS/GAIN Participants*. (Revised). San Diego: Comprehensive Adult Student Assessment System, 1991.

A material and resource guide for increasing motivation and addressing barriers that hinder self-sufficiency in JOBS/GAIN programs.

Brown, J. M. Integrating Academic Skills into Postsecondary Vocational Education Programs Through Accommodation Teams. *TASPP Bulletin* 13, no. 1 (1991): 1-3.

Includes eight models involving strategies for integrating academic and vocational skills and producing more effective accommodation outcomes.

Buffer, J.J., Jr., and M.L. Scott. *Special Needs Guide for Technology Education*. Reston, Va.: International Technology Education Association, 1986.

This guide aims to assist technology educators in preparing instructional activities that are responsive to the unique characteristics of learners with special needs.

California State University-Chico. *College Students with Disabilities: A Resource Handbook*. Chico, Calif.: Author, 1982.

A resource handbook for faculty and other postsecondary staff who wish to expand their skills in meeting the needs of college students with disabilities.

Carlock, J.M. *Improving Vocational Education Through Community-based Organizations*. (East Lansing, Mich.: National Center for Research on Teacher Learning, 1989), Dialog, ERIC ED 338803.

A field-test report on the effectiveness of the "Transition to Independence Curriculum" developed by the Endependence [sic] Center in Norfolk, Va.

Corbett, J., and L. Barton. *A Struggle for Choice: Students with Special Needs in Transition to Adulthood*. New York: Rutledge, Chapman and Hall, Inc., 1992.

This book focuses on the notion of "transition to adulthood" for students with special educational needs, exploring it in terms of class, race, gender, and disability differences and relating it to social, economic, and political influences.

Council for Exceptional Children. *Computer Access, Tech Use Guide: Using Computer Technology*. Reston, Va.: Author, 1989.

A guide for special educators on using computer technology, focusing on access and adaptations.

Coyle-Williams, M. "Transitioning Vocational Services: An Exemplary Vocational Program Serving Youth with Special Needs." *TASPP-Brief* 3, no. 2. (1991).

A review of Transitioning Vocational Services in Illinois high schools. TVS serves students enrolled in special education who require assistance with the transition to postsecondary training or employment.

Crockett, C., et al. *Core Employment Skills Instructor's Guide*. Columbia: University of Missouri-Columbia, Instructional Materials Lab, 1990.

A curriculum guide with competency-based materials to help teachers teach job-seeking and job-retention skills.

Daggett, W. R. "Job Skills of '90s Requires New Educational Model for ALL Students." *Liaison-Bulletin* 18, no. 5 (1992).

A summary of research identifying the skills that all high school graduates and adult learners need for the workplace in the 21st century. The results of the Career Preparation Validation Study conducted by New York State Board of Regents are presented.

Daugherty, K., ed. *Sports and Recreation Programs for the Child and Young Adult with Physical Disability*. Proceedings of the Winter Park Seminar, Winter Park, Colo. 1983, April 11-13.

Provides information on adaptive techniques and devices available for recreational sports. Offers suggestions for promoting communication among organizations and individuals.

Division of Occupational and Vocational Education. *Delivering Transition Skills to Special Populations Across the Curriculum: General Handbook*. Denton: North Texas State University, 1991.

A handbook created to help teachers of mild to moderate special populations teach the skills necessary for successful transition from school to work.

Donnarumma, L. J. *A Study to Determine Acceptable Curriculum Guidelines for Earning an ESE Culinary Arts Certificate*. (East Lansing, Mich.: National Center for Research on Teacher Learning, 1992), Dialog, ERIC ED 353737.

Describes a culinary arts vocational program designed for 19 Florida high school students with special needs. The program was designed by a special education teacher and a vocational teacher to help students qualify for the Florida culinary arts completion certificate.

Doty, C. R., and A. Simcoe. *Testimony for New Jersey State Advisory Council for Vocational Education*. (East Lansing, Mich.: National Center for Research on Teacher Learning, 1994), Dialog, ERIC ED 375272.

A paper addressing concerns about restructuring done without sufficient information or attention to research. A highlighted concern is the issue of special education teachers' and principals' limited knowledge of the world of work.

Everson, J. *Youth with Disabilities: Strategies for Interagency Transition Programs*. Stoneham, Mass.: Butterworth-Heinemann, 1993.

A source of workable strategies for planning, implementing, monitoring, and evaluating comprehensive transition programs for youth with severe or multiple disabilities.

Flanagan, M., et al. *Career Assessment Instrument Resource Guide: A Manual for Assessing Vocational Special Needs Students*. Columbia: University of Missouri—Columbia, Materials Development Center, 1986.

This manual is intended to assist assessment and teaching personnel in assessing and developing instructional plans for special needs students from early school to adult independent living and employment.

Fradd, S., and M. Weismantel. *Meeting the Needs of Culturally and Linguistically Different Students: A Handbook for Educators*. Austin, Texas: Pro-Ed, 1990.

This how-to guide for creating successful schools provides specific suggestions on creating and implementing plans that will enable all students, whatever their backgrounds, to succeed.

Friedenberg, J.E., et al. *Serving Vocational Students with Disabilities: Guidelines for Infusing Preservice Vocational and Special Education Curricula*. Columbus: Ohio State University, Center on Education and Training for Employment, 1991.

A guide to help vocational and special education teachers prepare prospective teachers for work with students with disabilities. Contains outlines, lecture notes, handouts, activity sheets, transparencies, and references.

Gersten, R., and J. Woodward. "The Language-minority Student and Special Education: Issues, Trends and Paradoxes." *Exceptional Children* 60, no. 4 (1994): 310-22.

This article discusses issues in referral, special education instruction, assessment, placement, and instructional strategies for students from language-minority groups.

Gilmer, D., and M. McElroy. *Student Outcomes: Studying the Effectiveness of Transition in Maine, Final Report*. Orono: University of Maine—Orono, Center for Community Inclusion, 1993.

Describes development of a follow-up and follow-along survey instrument to allow school districts to determine outcomes for graduates with disabilities.

Greene, G. "Instruction Strategies for Students with Special Needs in Integrated Vocational Education Settings: Enhancing Educational Opportunities." *Journal for Vocational-Special Needs Education* 13, no. 2 (1991): 13-17.

Provides instructional strategies for special education and vocational teachers involved in integrating special needs students into vocational classes. Includes strategies for curriculum modification, direct instruction, individualized instruction, and learning styles.

Guay, D.M. "Cross-site Analysis of Teaching Practices: Visual Art Education with Students Experiencing Disabilities." *Studies in Art Education* 34, no. 4 (1993): 222-32.

Report of a study of instructional strategies and classroom techniques used by art teachers for children with disabilities.

Gugerty, J., L. Tindall, M. Gavin, and C.B. Gribbon-Fago. *Serving Students with Learning or Cognitive Disabilities Effectively in Two-Year Colleges: Seven Exemplary Approaches*. Madison: University of Wisconsin—Madison, Center on Education and Work, School of Education, 1993.

This publication is the result of a three-year project designed to solicit, screen, evaluate, describe, and disseminate information about two-year colleges that serve students with learning or cognitive dis-

abilities in highly effective ways. It provides working models for increasing enrollment, retention, and employment/education transitions for those with special needs.

Hagner, D., and D. Diles. *Working Together: Workplace Culture, Supported Employment and Persons with Disabilities*. Cambridge, Mass.: Brookline Books, 1993.

Presents a new approach to assisting individuals with significant disabilities achieve meaningful careers. This book stresses partnerships between businesses, service providers, and natural support systems to achieve positive employment outcomes.

Hamlin, L. *General Mechanical Repair 2: Minor Automotive Maintenance, Small Engine Repair, and Welding, Curriculum Guide*. Commerce: East Texas State University, Educational Development and Training Center, 1992.

Materials provided for teachers to use in developing a one-year course in general mechanical repair as part of a trade and industrial education curriculum.

Harmon, A. *Annotated Bibliography on Transition from School to Work 1985-1995. (Volumes 1-6)*. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute, 1991.

An annotated six-volume bibliography on transition from school to work.

Hartman, R. C., and B. Baker. *Strategies for Advising Disabled Students for Postsecondary Education (Update)*. Washington, D.C.: American Council on Education, 1989.

A fact sheet suggesting several strategies for counseling students with disabilities who are considering postsecondary education opportunities.

Hazelcorn, M. N., and R.C. Lombard. "Designated Vocational Instruction: A Collaborative Approach to Vocational and Special Education." *Journal for Vocational Special Needs Education* 16, no. 3 (1994): 24-26.

A model emphasizing identification and use of vocational program competencies before, during, and throughout the transition placement.

———. "Designated Vocational Instruction: Instructional Support Strategies." *Career Development for Exceptional Individuals* 14, no. 1 (1991): 15-25.

An article examining the special education teacher's role in providing vocational skills and direct/indirect support to high school students with special needs in the least restrictive environment.

Horne, R., ed. "Assistive Technology." *NICHY News Digest*, no. 13 (1989).

This newsletter presents six articles and associated information concerned with assistive technology for children and youth with disabilities.

Inge, K. J., ed. *Transition from School to Adulthood for Young People with Disabilities*. Richmond: Virginia Commonwealth University, Rehabilitation Research and Training Center, n.d.

A newsletter issue providing information on transition from school to adulthood for use by rehabilitation professionals. Case studies are cited.

Lombard, R.C. "The Collaborative Transition Model: Disciplinary Approach to Meeting the Transition Needs of Rural Communities." *Rural Special Education Quarterly* 13, no.1, (1994): 24-28.

An interdisciplinary model for transition of special needs students currently used in rural Wisconsin. Stresses collaboration among all service providers.

Magisos, J.H., et al. *Secondary Vocational Education and the National Studies*. Reston, Va.: American Vocational Association, 1984.

Includes five response letters addressing American secondary education issues, guiding principles, and possible directions for providing vocational education for students with special needs.

Manneback, A. J., and B.E. Bowen. "Research in Agricultural Education." Proceedings of the 43rd Eastern Region Agricultural Education Research Conference, Mystic, Conn.: May 4-6, 1989.

This document contains papers selected for presentation at a research conference on agricultural education. One paper of interest is "Identification of Teaching Techniques, Strategies, and Styles for Use with Special Needs Students Enrolled in Vocational Agriculture."

Martin, J.E. et al. "Choice Maker: Transitioning Self-determined Youth." *Rural Special Education Quarterly* 13, no. 1 (1994): 16-23.

A description of a transitional program that empowers students with special needs to make informed decisions about vocational preferences and skills in relation to the local job market.

Masters, L.F., et al. *Teaching Secondary Students with Mild Learning and Behavior Problems: Methods, Materials, Strategies*. 2nd ed. Austin, Texas: PRO-ED, 1993.

A text on teaching middle and senior high school students with mild learning and behavior problems. Includes practical and proven ideas in outcome-based programming, career education, collaborative teaching models, and transition to adult community living.

Mayville Public Schools. *Mayville High School Work Experience Program*. Mayville, Wisc.: Author, 1993.

A general outline is provided for a work experience program open to seniors. Specifics for the classroom teaching part of the work experience program are detailed for each month.

McClure, L., and K. Cotton, eds. *Work Now and in the Future*. Proceedings from the Annual Conference for Business and Industry Representatives. Portland, Ore.: Nov. 5-6, 1986.

These proceedings of a conference, which focused on technology and communications in tomorrow's workplace, include the following topics: new skills needed for occupational success, preparing students to communicate in the workplace, teaching young people to become decision-makers, transition skills for youth with special needs, and career planning in the high school.

Missouri LINC. *Techniques for Teaching the Disadvantaged Student: Missouri Module*. Columbia: University of Missouri-Columbia, College of Education, 1985.

This document provides techniques used to develop academic skills, motivation, self-confidence, and a realistic perception of the value of education for disadvantaged youth. It also includes a list of 37 techniques for working with disadvantaged vocational education students.

Norman, M.E., and P.S. Bourexis. *Including Students with Disabilities in School to Work Opportunities*. Washington, D.C.: Council of Chief State School Officers, 1995.

Comprehensive guide to School-to-Work Opportunities Act programs, services, and linkages for students with disabilities.

Office of Educational Research and Improvement, U.S. Department of Education. *Minor Laws of Major Importance—A Guide to Federal and State Child Labor Laws*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1994.

A concise and up-to-date source book on federal and state legislation that affects workers under the age of 18.

Open Learning Agency. *Catalogue of Learning Resources*. Richmond, Va. and British Columbia, Canada: Open Learning Agency, 1989.

Includes resources in academics, business, career training, adult basic education, vocational/technical, personal and professional development, and ordering information.

Parks, M.A., et al. *Characteristics of Effective Secondary Vocational Education Programs for Special Populations*. Columbus: Ohio State Univer-

sity, National Center for Research in Vocational Education, 1987.

A study conducted in eight states characterizing effective secondary vocational education programs for a variety of special needs populations.

Parrish, Linda H., et al. "A Statewide Analysis of Vocational Assessment Instruments Used with Students with Special Needs." Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, Calif., April 20-24, 1992.

Discusses the Texas three-level model of assessment for students with special needs who are considering entering vocational education. A survey was given to determine which instruments best met the requirements of assessment.

Parrish, L. *Basic Vocational Education*. Austin: The University of Texas—Austin, 1990.

A manual with 12 units designed to assist the classroom teacher in the delivery of basic vocational skills to at-risk and special needs learners. Student work sheets are included.

Payne, M.D., and E. Robins, eds. *National Resources for Adults with Learning Disabilities*. Washington, D.C.: Academy for Educational Development, 1994.

A resource guide designed to help adults who suspect they have a learning disability gather sufficient information to set realistic goals, achieve those goals, and lead productive lives.

Petch, B. *Modifying Curriculum: Module*. Climax Springs, Mo.: Quality Training Specialists, Inc., 1991.

A module (one of 10) designed to prepare vocational educators to identify learning styles and modify curriculum by providing alternative techniques. Activity work sheets are included.

Poole, D., and S. deFur. *Status Study of Transitional Services for Disabled Youth in Virginia*. Richmond, Va.: Virginia's Integrated Transition Approach, 1987.

This exploratory study of transitional services in Virginia was commissioned to examine bridging the gap between services provided in school and those needed by disabled youth during transition.

Presberry, I.V. *Support for Vocational Students of Special Populations. A Manual for Supplemental Professional Personnel*. Columbia, Mo.: University of Missouri-Columbia, Instructional Materials Laboratory, 1993.

A manual providing supplemental teachers with information on dealing with special needs vocational students including curriculum and equipment modification and learning activity packages.

Roberts, L. *Sensitivity and Special Populations Projects Videotape Programs Trainer's Manual*. Chico: University of California-Chico, 1982.

A training manual to promote the implementation of a mediated training program to sensitize faculty and other postsecondary staff to the needs and special concerns of students with disabilities.

Ryan, A.G., and L. Price. "Adult with LD in the 1990's." *Intervention in School and Clinic* 28, no. 1 (1992): 6-15; 18-20.

Examines trends in the education of adults with learning disabilities, focusing on dropout prevention, disability self-awareness, transition, higher education, vocational education, and employment.

Snell, M.E., and R. Janney. In *Program Leadership for Serving Students with Disabilities*. B.S. Billingsley, ed., 219-262. Richmond, Va.: Virginia Department of Education, 1992.

A chapter outlining the benefits and possible pitfalls of including students with disabilities in general education. A six-step implementation program is outlined.

Soby, J.M. *Prenatal Exposure to Drugs/Alcohol: Characteristics and Educational Implications of Fetal Alcohol Syndrome and Cocaine/Polydrug Effects*. Springfield, Ill.: Charles C. Thomas, 1994.

This book presents the characteristics of children affected by prenatal drug exposure and fetal alcohol syndrome. Practical instructional strategies for this population are discussed.

Texas State Technical College. *Personnel Development for Staff Delivering Special Population Services, Participant's Workbook: Presenter's Manual*. Waco, Texas: Author, 1993.

A workbook designed for use by community and technical colleges in delivering counseling, instruction, and employment training to special populations.

Thuli, K. *Access to Success: Strategies for Serving Special Populations in Tech Prep Programs*. Richmond, Va.: Tech Prep in Virginia, 1996.

This publication seeks to enhance communication between secondary and postsecondary programs that address the educational challenges of students with special needs in Tech Prep programs. This handbook will help secondary and postsecondary educators at these levels implement strategies to serve the needs of these students.

Tindall, L. W., and J.J. Gugerty. *Microcomputer for the Vocational Education of Special Needs Students*. Madison: University of Wisconsin-Madison, Wisconsin Vocational Studies Center, 1982.

Examples of computer-assisted instruction programs for persons with disabilities and an annotated listing of computer-related resources are provided.

Tindall, L. *Puzzled About Educating Special Needs Students? User's Guide for the Handbook on Modifying Vocational Curricula for Handicapped Students*. Madison: University of Wisconsin-Madison, 1990.

Describes how to modify secondary and postsecondary vocational education programs to serve disabled individuals. Covers modifications in six disability areas, interagency linkages, assessment, and models of service delivery.

Vanderheiden, G. C. *Issues in Planning a State-wide Technology Service Delivery Program for Special Education*. Madison: University of Wisconsin-Madison, Trace Center, 1987.

Focuses on issues related to the development of a technology support program for special education, particularly directed toward states with small, widespread populations.

Virginia Board of Education. *Demographics of Students Exiting Special Education*. In the 1992 House Joint Resolution #4 of the Virginia General Assembly, 1992.

This document provides crucial information regarding students exiting special education and presents seven recommendations for transition planning based on these findings.

Wagner, M. *Dropouts with Disabilities: What do we know? What can we do? A Report from the National Longitudinal Transition Study of Special Education Students*. Menlo Park, Calif.: SRI International, 1991.

Presents findings from a five-year study on the transition of youth with disabilities from secondary school to early adulthood with a focus on school leaving.

Wagner, M., ed. *The Secondary School Programs of Students with Disabilities: A Report from the National Longitudinal Transition Study of Special Education Students*. Menlo Park, Calif.: SRI International, 1993.

Data from the National Longitudinal Transition Study of special education students were used to examine key aspects of secondary education, including vocational preparation, placement, and support services for students.

Wehman, P. *Life Beyond the Classroom: Transition Strategies for Young People with Disabilities*. Baltimore, Md.: Paul H. Brookes, 1992.

This text offers practical guidelines for transition of youth with mental retardation, severe disabilities, sensory impairments, behavior disorders, and physical disabilities. Case studies are included.

Weisgerber, R.A. *Social Competence and Employability Skills Curriculum*. Rockville, Md.: Aspen Publications, 1989.

A curriculum focusing on strategies for developing functional performance by disabled persons as they prepare for independent living. Contents include an administrator's guide for developing a transition program, student materials for developing social skills, and an employers guide for hiring disabled persons.

West, L. *Effective Strategies for Dropout Prevention of At-Risk Youth*. Gaithersburg, Md.: Aspen Publishers, 1991.

This book provides practical insights, tools, and techniques needed to identify and focus on the factors and forces that really make a difference in getting at-risk youth to stay in school. Special emphasis is placed on educational content and curriculum, instructional strategies, program planning, teamwork, and evaluation techniques.

———. *Integrating Transition Planning into the IEP Process*. Reston, Va.: The Council for Exceptional Children, 1992.

Learn to incorporate transition planning into the IEP process and design programs that incorporate the skills needed for successful employment, community involvement, postsecondary education, and leisure pursuits. Sample IEPs are included.

Wheeler, J.J. *Educating Students with Severe Disabilities in General Education Settings: A Resource Manual*. East Lansing, Mich.: National Center for Research on Teacher Learning, 1991. Dialog, ERIC ED 336899.

A paper reviewing literature relating to the educational needs of children with severe disabilities and methods to facilitate their inclusion into integrated educational settings. Stresses the use of ecological inventories and transdisciplinary models.

Wircenski, J.L. *The Transition Skills Guide: An Integrated Curriculum with Reading and Mathematics Activities*. Gaithersburg, Md.: Aspen Publications, 1992.

This integrated curriculum helps to develop skills necessary for entering the world of work. This all-inclusive resource for teachers provides 78 lessons with more than 1,000 pages of lesson plans, work sheets, and activities.

Wisconsin Department of Public Instruction. *Designated Vocational instruction: A Cooperative Process for Change*. Madison: Wisconsin Department of Public Instruction, 1995.

Manual explains Designated Vocational Instruction and describes administrative support, vocational assessment, placement of exceptional students in vocational classes, and development of vocational related IEPs.

Videos

A Better Education for a Changing Population

Time: 13 minutes

Contact: California Image Associates
Rancho Cordova, California

This video explores the use of alternative instructional techniques and student study teams for exceptional students from different linguistic and cultural backgrounds.

Accessibility

Contact: Publications Coordinator
Eastern Paralyzed Veterans Association
75-20 Astoria Blvd.
Jackson Heights, NY 11370-1177

This videotape explains ADA building design requirements.

Breaking Out: Career Choices for Teenage Parents

Time: 18 minutes

Contact: Center on Education and Work
Publications Unit
University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796

This video shows former teenage parents in nontraditional, higher wage occupations, teen parents who are currently in school, and women in nontraditional jobs.

Creating a Resume

Time: 13 minutes

Contact: Center on Education and Work
Publications Unit
University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796

Job seekers explore the fundamentals of creating a resume, including career goal identification, background information, skill identification, format choice, writing and design, and cover letter preparation.

Dealings with Conflict and Confrontation

Contact: Career Track Publications
Boulder, CO

Most conflicts can be resolved fairly easily. These four videotapes teach techniques proven to work for a variety of conflicts. Techniques help individuals focus more on the work and less on the anger.

Discipline with Dignity—How Can You Get Started?

Time: 17 minutes
Contact: National Educational Service
1610 West Third Street
P.O. Box 8, Station S2
Bloomington, IN 47402

This videotape is designed for staff development and demonstrates practical techniques for effectively dealing with diverse discipline situations.

Educational Planning for Your Career

Time: 19 minutes
Contact: Center on Education and Work
Publications Unit
University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796

This video demonstrates the importance of the educational planning process in obtaining a successful career in your area of choice. This video may be used as a supplement to career guidance activities in the classroom and one-on-one.

Employment: Overcoming Barriers to Employment

Contact: Young Adult Institute
New York, NY

This video shows successful strategies for eliminating barriers to employment. Interviews with professionals, employers, and employees define these obstacles and discuss new methods for opening employment opportunities for workers with disabilities.

Employment: Preparation for Employment—The Role of Schools and Agencies

Contact: Young Adult Institute
New York, NY

This video explores the roles played by schools and agencies in preparing people with disabilities for employment. Interviews, panel discussions, and a site visit to a vocational training program demonstrate that cooperative work between schools and agencies is essential to enhance employment opportunities for people with developmental disabilities.

Hear's to the ADA

Contact: SHHH Publications
Self-Help for Hard of Hearing People, Inc.
7800 Wisconsin Avenue
Bethesda, MD 20814

This videotape tells people with hearing loss about the types of communications accommodations they can expect under the provisions of the Americans with Disabilities Act.

How Difficult Can This Be?

Time: 70 minutes.
Contact: PBS Video
1320 Braddock Place
Alexandria, VA 22314

This video focuses on the experiences of college students with learning disabilities as described by the students themselves. The students give words of advice and encouragement to other students considering higher education.

How to Deal with Difficult People

Contact: Career Track Publications
Boulder, CO

This program gives specific strategies for dealing with difficult people in a confident, productive way and fostering cooperation and teamwork. Powerful techniques are outlined that will help keep difficult people from getting their way at others' expense. One learns why people behave as they do and gains skills for dealing with each classic type of difficult people.

Independence Through Technology

Contact: Eagle Wing Communications
1794 Bridge Street
Bridgewood Plaza #29
Dracut, MA 01826

This videotape is an introduction to the variety of assistive devices available for people with disabilities.

Let's Go: Success on the Job

Time: 9 minutes

Contact: Center on Education and Work
Publications Unit

University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796

This video portrays newly hired employees deciphering a paycheck, identifying benefits, and examining civil rights regarding discrimination and harassment. The employees explore positive work attitudes and habits, evaluate their own performances, and learn about getting along with co-workers and supervisors.

On Your Own: Transition—Family Support Systems

Contact: Young Adult Institute
New York, NY

This video explores the systems of support that parents rely on while raising their children with developmental disabilities. Parents and professionals discuss the need for support and the systems available to families requesting support.

On Your Own: Transition Empowerment—Skills for Successful Transitioning

Contact: Young Adult Institute
New York, NY

This video explores how parents can become empowered to help themselves and their children with developmental disabilities prepare to transition into adulthood. Role plays demonstrate good and poor parent advocacy skills and help parents to develop the support skills needed to assist their children with important life transitions.

On Your Own: Transition—Parent/Professional Cooperation

Contact: Young Adult Institute
New York, NY

This video focuses on the needs of parents and professionals as they seek to develop mutually cooperative working relationships. A panel of parents and professionals, as well as experts in the special education field, illustrate how parents and professionals can work together.

One Hand Can Do the Work of Two

Time: 20 minutes

Contact: A/V Health Services, Inc.
Sacramento, CA

In March 1991, Carrie Wright suffered a cerebral hemorrhage

and lost the use of her arm on her dominant side. In this video, Carrie shows the skills she mastered to perform a variety of household activities with one hand. This video is both an excellent resource for teaching techniques and a motivational tool.

Parents as Managers: Was This Part of the Job Description?

Time: 120 minutes

Contact: Resources in Special Education (RISE)

California Image Associates

Rancho Cordova, California

This teleconference explores the advocacy roles of parents and community advisory committees and describes state and national resources to empower parents of children with disabilities.

Partners for Success

Contact: Midwest Teleproductions

3947 State Line

Kansas City, MO 64111

816/531-3838

This videotape provides tips for students with disabilities to reach college goals, emphasizes self-disclosure of disability, illustrates classroom accommodations, explores financial aid options, and encourages planning career goals by focusing on transition options for secondary students.

Partners Towards Achievement: A Home-School-Community Partnership

Time: 30 minutes

Contact: National Educational Service

1610 West Third Street

PO Box 8, Station S2

Bloomington, IN 47402

This videotape shows techniques for motivating parents to volunteer, school activities that enhance parent involvement, keys to successful family conferencing, and building family habits that promote lifelong student achievement.

Reclaiming Youth At Risk: Our Hope for the Future

Time: 20 minutes

Contact: National Educational Service

1610 West Third Street

P.O. Box 8, Station S2

Bloomington, IN 47402

This videotape shows two residential treatment centers and two schools that have been successful in creating environments in which youth and staff succeed. Strategies for motivating low achievers, find-

ing alternatives to suspension and expulsion, and resolving conflicts and crises are presented.

Teenage Parents: Making It Work

Time: 17 minutes

Contact: Center on Education and Work
Publications Unit
University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796

This videotape shadows a teenage mother throughout her day, raising issues and concerns about various needs and providing solutions teen mothers have found successful.

The Challenge of Independence

Time: 30 minutes

Contact: A/V Health Services, Inc.
Sacramento, CA

This video offers a hopeful and encouraging message to the physically and developmentally challenged. Four individuals tell how they have overcome their disabilities to achieve a greater level of independence. Their stories are an inspiration to those who need a little help taking the first step toward greater independence.

The Seven Phases of a Job Interview

Time: 38 minutes

Contact: Center on Education and Work
Publications Unit
University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796

Seven phases of a job interview are presented in humorous scenarios: before the interview, opening moves, the interview, closing the interview, following up, negotiations, and making a decision.

The Tuned-in Turned-on Book about Learning Problems

Contact: Academic Therapy Publications
Novato, CA

This videotape speaks directly to pre-teens and teens about how they can identify and capitalize on their own particular learning style. The narrator takes the mystery and negative connotations out of the term "learning disabled."

Professional Resource Directory

ADA Information Hotline

800/514-0301

Menu Item #9

American Coalition of Citizens with Disabilities

1012 14th Street, N.W., Suite 901

Washington, DC 20005

202/628-3470

American Vocational Association

1410 King Street

Alexandria, VA 22314

800/826-9972

Association of Persons in Supported Employment (APSE)

P.O. Box 27523

Richmond, VA 23261

804/266-6950

Better Business Bureau

Fredericksburg, VA

703/373-9872

Norfolk, VA

804/627-5651

Richmond, VA

804/648-0016

Roanoke, VA

540/342-3455

Washington, DC

202/393-8000

Big Brothers/Big Sisters of America

230 North 13th Street

Philadelphia, PA 19107

215/567-7000

Center for Innovative Technology

CIT Building
2214 Rock Hill Road
Herndon, VA 22070
703/689-3000

Community Organization for Minority Economic Development

1310 Church Street
Lynchburg, VA 24504
804/846-2778

Community Resources Associates

Derrick F. Dufresne, President
736 Crab Thicket Drive
Des Peres, MO 63131
314/821-3316

Council for Exceptional Children (CEC)

1920 Association Drive
Reston, VA 22091
703/620-3660

Creative Management Associates

Robert J. Laux, President
P.O. Box 5488
Portsmouth, NH 03801
603/436-6308

Department for Rights of Virginians with Disabilities (DRVD)

James Monroe Building, 17th Floor
101 N. 14th Street
Richmond, VA 23219
804/225-2042
800/552-3962

Department of Economic Development

Workforce Services

P.O. Box 798
1021 E. Cary Street
Richmond, VA 23206-0798
804/371-8100

Equal Employment Opportunity Commission (EEOC)

1801 L Street, NW
Washington, DC 20507
202/663-4900 (Voice)
800/800-3302 (TDD)

**ERIC Clearinghouse on Adult, Career, and Vocational
Education**

Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
614/292-4353
800/848-4815

Governor's Employment and Training Department

4615 West Broad Street, 3rd Street
Richmond, VA 23230
804/367-9800

Institute for Human Resource Development

Ronald E. Rucker, President
48 Eastern Boulevard
Glastonbury, CT 06033

International Mentoring Association

A121 Ellsworth Hall
Western Michigan University
Kalamazoo, MI 49008-5161
616/387-4174

Job Accommodations Network Hotline (JAN)

800/526-7234
800/232-9675

**National Center for Research in Vocational Education
(NCRVE)**

Graduate School of Education
University of California at Berkeley
1995 University Ave., Suite 375
Berkeley, CA 94704-1058
800/762-4093

National Center for Youth with Disabilities (NCYD)

Adolescent Health Program
University of Minnesota
Box 721-UMHC
Harvard Street at East River Road
Minneapolis, MN 55455
800/333-6293

National Clearinghouse for Bilingual Education

George Washington University
1118 22nd Street, N.W.
Washington, DC 20037
202/467-0867
800/321-NCBE

The National Dropout Prevention Center

Clemson University
205 Martin Street
P.O. Box 345111
Clemson, SC 29634-5111
803/656-2599

National Information Center for Handicapped Children and Youth (NICHCY)

7926 Jones Branch Drive
Park Place Building, Suite 1100
McLean, VA 22101
703/893-6061 (Voice/TDD)

National Network of Parent Centers, Inc.

1522 K Street, N.W., Suite 1112
Washington, DC 20005
202/565-2266 (Voice/TDD)

National Transition Alliance for Youth with Disabilities

Academy for Educational Development
1875 Connecticut Ave., N.W., Suite 900
Washington, DC 20009-1202
202/884-8183

National Transition Network

Institute on Community Integration
University of Minnesota
Pattee Hall
150 Pillsbury Drive, S.E.
Minneapolis, MN 55455
612/626-8200

Office of Ethnic and Multicultural Concerns

Council for Exceptional Children

1920 Association Drive

Reston, VA 22091-1589

703/620-3660

Office of Vocational and Adult Education

U.S. Department of Education

600 Independence Avenue, S.W., Room 5637

Washington, DC 20202-7242

202/260-9576

Office on the ADA

Civil Rights Division

P.O. Box 66118

U.S. Dept. of Justice

Washington, DC 20035-6118

Pacer Center, Inc. (Pacer Advocacy Coalition for Educational Rights)

4826 Chicago Avenue South

Minneapolis, MN 55417

612/827-2966

Rehabilitation Research and Training Center on Supported Employment at Virginia Commonwealth University (VCU-RRTC)

VCU Box 2011

Richmond, VA 23284

804/367-1851

School-to-Work Opportunities Office

400 Virginia Avenue, S.W., Room C-100

Washington, DC 20024

202/401-6222

Special Education Training & Technical Assistance Centers for Disabilities

James Madison University: 540/568-6193

Old Dominion University: 804/683-4333

Virginia Polytechnic Institute & State University: 540/231-5167

Transition Research Institute

College of Education, 119 Education Building
University of Illinois at Urbana-Champaign
1310 South 6th Street
Champaign, IL 61820
217/333-2325

Virginia Chamber of Commerce

9 South 5th Street
Richmond, VA 23219
804/644-1607
fax 804/783-6112

Virginia Department of Education

101 N. 14th Street
James Monroe Building
Richmond, VA 23219
Office of Vocational and Adult Education Services
804/225-2051
Office of Student Services
804/225-2593

Virginia Department of Rehabilitative Services (DRS)

8004 Franklin Farms Drive
Richmond, VA 23288
800/552-5019

Virginia Education Association

116 S. Third Street
Richmond, VA 23219
804/648-5801
fax 804/775-8379

Virginia Employment Commission

P.O. Box 1358
703 East Main Street
Richmond, VA 23211
804/786-7592

Virginia Project UNITE
(Unified Intercommunity Transition and Empowerment)

Central Region

Doug Russell
Department of Rehabilitative Services
P.O. Box K300
8004 Franklin Farms Drive
Richmond, VA 23288
804/662-7605
TDD 804/662-7079
800/390-2616

Northern Region

Terry Boyle
Department of Rehabilitative Services
CAS Northern Regional Office
7411 Alban Station Court, Suite B-255
Springfield, VA 22150-2292
703/569-4303
TDD 703/569-4306
800/390-2616

Southwest Region

Mary Todd
Virginia Polytechnic Institute & State University
213 Lane Hall
Blacksburg, VA 24061
540/231-8229
TDD 540/231-9175
800/848-2714

Tidewater Region

Jesse Marie Harwit
Department of Rehabilitative Services
CAS Tidewater Regional Office
5365 Robin Hood Road, Suite G
Norfolk, VA 23513
804/858-6754
TDD 804/858-6766
800/390-2616

Virginia View

205 W. Roanoke Street
Blacksburg, VA 24061-0527
800/542-5870

Virginia Vocational Association

1403 Pemberton Road
Suite 300
Richmond, VA 23233
804/741-8452

Virginia Vocational Curriculum and Resource Center

2200 Mountain Road
Glen Allen, VA 23060
804/261-5075

Women's Educational Equity Act Publishing Center

Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160
800/225-3088

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Appendix A

Sample Forms

LEARNER PROGRESS REPORT

Name: _____

Class: _____

Date: _____

(Check all that apply)

I. Attitude

- | | |
|---|--|
| ☐ Shows enthusiasm | ☐ Gets along well with others |
| ☐ Is cooperative | ☐ Works with little supervision |
| ☐ Listens | ☐ Has occasional problems with co-workers |
| ☐ Is aware of abilities | ☐ Solves problems independently |
| ☐ Is socially appropriate | ☐ Accepts supervision readily |
| ☐ Helps others appropriately | ☐ Copes with aggressive feelings |

II. Progress

- | | |
|---|--|
| ☐ Is on schedule | ☐ Has good attendance |
| ☐ Is ahead of schedule | ☐ Demonstrates effort and/or interest |
| ☐ Has ability to master skills | |

III. Work Habits

- | | |
|---|---|
| ☐ Finds tasks to do when work is completed | ☐ Always works safely |
| ☐ Works independently | ☐ Is conscious of quality in work |
| ☐ Solves problems independently | ☐ Maintains attention to task |
| | ☐ Maintains attention through completion |

IV. Learning Accommodations

- | | |
|--|---|
| ☐ Requires no accommodations | |
| ☐ Exhibits social skills | ☐ Demonstrates coping skills |
| ☐ Follows instructions | ☐ Uses time and pace well |
| ☐ Has speed and accuracy | ☐ Stays on assigned task |
| ☐ Has a mentor or tutor | ☐ Needs modified tests |
| ☐ Needs facility modification | ☐ Other (specify) _____ |

V. Attendance

Absences _____ Tardies _____

VI. Comments (strengths)

VII. Signatures

Student _____

Instructor _____

Parent _____

JOB SITE SITUATIONAL ASSESSMENT

Instructions: Please rate the specific job on each of the following site demands on a scale from 1 to 5, with 1 considered as unimportant, 3 as somewhat important, and 5 as very important.

Name: _____

Class: _____

Date: _____

SITE DEMANDS	NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT
Functioning without supervision	1 2	3	4 5
Functioning with oral instructions	1 2	3	4 5
Functioning with written instructions	1 2	3	4 5
Functioning with modeling, e.g., with examples	1 2	3	4 5
Functioning with well-organized information	1 2	3	4 5
Requesting assistance when needed	1 2	3	4 5
Capacity for sustained attention	1 2	3	4 5
Efficient work habits	1 2	3	4 5
Organization and planning skills	1 2	3	4 5
Capacity to adjust to changes in job demands	1 2	3	4 5
Reliability	1 2	3	4 5
Interpersonal skills	1 2	3	4 5

Michaels, C. *Transition Strategies for Persons with Learning Disabilities*, San Diego, Calif.: Singular Publishing Group, Inc., 133-134, 1994.

WORK-RELATED BEHAVIORS OBSERVATION FORM

Name: _____ Class/On the Job: _____ Date: _____

CHECK THE APPROPRIATE COLUMN:

YES

NO

- | | | |
|--|--|--|
| 1. Complies with attendance procedures | | |
| 2. Demonstrates punctuality | | |
| 3. Interacts appropriately with teachers or supervisors | | |
| 4. Cooperates as a team member | | |
| 5. Seeks assistance if needed | | |
| 6. Works with limited supervision | | |
| 7. Completes task accurately | | |
| 8. Completes task in a timely manner | | |
| 9. Uses good judgment | | |
| 10. Accepts change readily | | |
| 11. Accepts constructive criticism | | |
| 12. Takes initiative | | |
| 13. Tolerates frustration | | |
| 14. Exhibits appropriate manners/personal habits | | |
| 15. Safely uses and properly cares for materials/equipment | | |
| 16. Understands/follows oral directions | | |
| 17. Communicates orally | | |
| 18. Communicates in writing | | |
| 19. Understands/follows written directions | | |
| 20. Shows interest in occupational area | | |
| 21. | | |
| 22. | | |
| 23. | | |

SITUATIONAL ASSESSMENT BEHAVIOR CHECKLIST

Instructions: Please rate the individual on each of the following classroom and/or job site behaviors on a scale from 1 (below average) to 5 (above average) in comparison to other workers or trainees. An individual who demonstrates average functioning on a given characteristic should receive a rating of 3 (average).

Name: _____ Potential Position: _____ Date: _____

CLASSROOM/JOB SITE BEHAVIORS	BELOW AVERAGE		AVERAGE	ABOVE AVERAGE	
I. Instructional Needs					
Functions with oral instructions	1	2	3	4	5
Functions with written instructions	1	2	3	4	5
Functions with modeling of instructions	1	2	3	4	5
Needs well-organized information	1	2	3	4	5
II. Problem Solving					
Seeks assistance when needed	1	2	3	4	5
Asks relevant questions	1	2	3	4	5
Knows when assistance is needed	1	2	3	4	5
Accepts constructive criticism	1	2	3	4	5
III. Attends to Task					
Functions without special focusing	1	2	3	4	5
Shows sustained attention	1	2	3	4	5
Exhibits an impulsive style	1	2	3	4	5
IV. Worker Orientation					
Works efficiently	1	2	3	4	5
Organizes components to complete a project	1	2	3	4	5
Adjusts to changes in demands	1	2	3	4	5
Shows adequate performance	1	2	3	4	5
Shows adequate aptitudes	1	2	3	4	5
Functions without supervision	1	2	3	4	5
Demonstrates competence	1	2	3	4	5
Demonstrates responsibility	1	2	3	4	5
V. Interpersonal Skills					
Adjusts to the mood of others	1	2	3	4	5
Exhibits an argumentative style	1	2	3	4	5
Demonstrates social appropriateness	1	2	3	4	5
Demonstrates understanding by giving appropriate response	1	2	3	4	5
Demonstrates conversational skills	1	2	3	4	5
Understands figurative language	1	2	3	4	5
Appreciates nuance	1	2	3	4	5
Appreciates and initiates humor	1	2	3	4	5
Demonstrates appropriate affect	1	2	3	4	5
Adjusts social behavior appropriately	1	2	3	4	5

Michaels, C. *Transition Strategies for Persons with Learning Disabilities*. San Diego, Calif.: Singular Publishing Group, Inc. 133-134, 1994.

ACCOMMODATION REQUEST FORM

Directions: Please complete this form and secure all signatures before presenting to classroom instructor.

Name: _____

School: _____

Grade: _____ Date: _____

Documented Learning Needs: _____

In an effort to enhance performance in the class, the following accommodations are requested:

Check One:

☐ I will notify my instructors of my accommodation needs.

☐ I request that Guidance notify my instructors of my accommodation needs.

Student Signature Date

School Administrator Date

Attach a copy of student's class schedule and any documentation of disability to this document.

TEST YOUR TEACHING EFFECTIVENESS

This instrument challenges educators to think about "why" they teach the way they teach. Answer each question True (T) or False (F).

- ___ 1. It is more efficient to have your students pass their papers across the rows than up the aisles.
- ___ 2. Questions should be scattered throughout the lesson rather than waiting until the end.
- ___ 3. An assignment must be posted and in a consistent location before the students enter the class.
- ___ 4. Give structured, detailed assignments to increase students' chances of completing assignments.
- ___ 5. Use a norm-referenced test to check for mastery.
- ___ 6. Students should not be put into groups larger than six students.
- ___ 7. Begin each day or period by taking roll as quickly as possible.
- ___ 8. A grade book should have a minimum of three entries per student.
- ___ 9. Teachers are underpaid professionals who are respected by the public.
- ___ 10. Praise the student when work is done appropriately.
- ___ 11. An excellent way to get class attention is to turn the lights off.
- ___ 12. The assignment and the test should be written at the same time.
- ___ 13. Beginning teachers are more successful if classroom rules are flexible.
- ___ 14. The number one problem in the classroom is discipline.
- ___ 15. Established classroom procedures can enhance teachers' expectations for performance.
- ___ 16. To increase student learning and achievement, increase time on task.
- ___ 17. Research states that people who are hesitant to learn or do not want to learn tend to sit at the back of the classroom.
- ___ 18. The number of questions on a test is governed by the number of objectives on the assignment.

See Answer Key on page 125.

TEST YOUR TEACHING EFFECTIVENESS ANSWER KEY

Add up your score. If you scored all 18 correct, consider yourself a "highly effective" teacher, 15-17 correct as "moderately effective," and 14 or below as "needs improvement."

1. True
2. True
3. True
4. True
5. False (use a criterion-referenced test)
6. False (determined by the number of jobs)
7. False (begin with an assignment)
8. True
9. True (are educated, middle-class people)
10. False (praise the deed)
11. False (teach a procedure)
12. True
13. False (use specific rules)
14. False (is the lack of procedures and routine)
15. True
16. True
17. True
18. True

With permission: *Successful Teaching*, Sunnyvale, Calif.: Harry K. Wong Publications. As cited in *Virginia Vocational Education Special Needs Personnel (VAIVESNP) Newsletter*, December 1995.

TESTING ANNOUNCEMENT FORM

(Teacher/Teacher Contact)

Week of: _____

Teacher: _____ Student: _____

Course: _____

Testing:

I am planning a test this week for my _____ class.

The test will be on:

The test will cover the following pages/materials:

The test will be in this format:

Assistance may be needed in the area/s of:

_____ *I am **not** planning on testing this week.*

_____ *I have informed the student of the testing.*

TEST DEVELOPMENT CHECKLIST FOR TEACHERS

Does Your Test Make The Grade?

Directions: Check "Yes" or "No" for each of the following statements. Then, reevaluate those items checked "No." Use the Test Development Suggestions provided on page 23 to improve your testing materials.

YES	NO	
☐	☐	The copy is legible.
☐	☐	The test follows a clear, uncluttered format.
☐	☐	The content of the test directly relates to the classroom instruction.
☐	☐	The test reinforces concepts covered in the classroom instruction.
☐	☐	The format of the test reflects the format of classroom activities.
☐	☐	The reading level of the test matches the reading ability of the target group.
☐	☐	The level of question complexity is appropriate for the ability of the target group.
☐	☐	A variety of question types are used to evaluate learning.
☐	☐	The questions are clearly written and easy to understand.
☐	☐	The directions are clearly stated and sequential.
☐	☐	Examples of acceptable responses are provided.
☐	☐	There is adequate space for learners to provide written responses.
☐	☐	Abstract and unfamiliar vocabulary is defined.
☐	☐	Test length is clearly based on what students "need to know."
☐	☐	The time allotted for the test is appropriate for the target group.

STUDENT-TEACHER CONTRACT

Date: _____

Course: _____

Student: _____

Instructor: _____

Support Personnel (if appropriate): _____

DESCRIPTION OF ASSIGNMENT		INSTRUCTOR INITIALS WHEN COMPLETED

I, _____ agree to complete the assignment(s) listed above. I will complete the assignment(s) by _____. I understand that the criteria for assignment completion must be met. After I have successfully completed the assignment, I may

(reward)

Student signature

Date

Instructor Signature

Date

Support Personnel Signature(s)

Date

PROBLEM-SOLVING RESPONSIBILITY CHART

Date: _____

Problem: _____

Recommended Solutions: _____

Evaluation Date: _____

Result(s): _____

SOLUTION IMPLEMENTED	PERSON(S) RESPONSIBLE	EXPECTED DURATION	OUTCOMES/ RESULTS	COMMENTS

VOCATIONAL / TECHNICAL EDUCATION

Course Information Form

Course Title: _____ Teacher: _____

Prerequisites: _____ Grade Levels: _____

Brief Description: _____

Textbooks Used: _____ Reading level: _____

Indicate the frequency of each task or job-related skill in your course. Use the space provided to add other tasks or skills of importance in your class.

TASK OR JOB SKILL	FREQUENCY		
	Often	Seldom	Never
Reading			
Understanding written instructions			
Understanding verbal instructions			
Performing basic mathematics tasks			
Conversational skills			
Writing with a pen or pencil			
Use of grammar and/or spelling			
Hearing clearly and accurately			
Attention span			
Reasoning skills			
Memory skills			
Organizational skills			
Transferring skills to new tasks			
Interpersonal skills			
Stress management			
Manual dexterity			
Eye-hand coordination			
Lifting or carrying			
Reaching or bending			
Standing or walking			
Sitting			
Working at a desk or bench			
Technical reading and writing			

INDIVIDUALIZED TRANSITION PROGRAM

Name: _____

Date: _____

GOALS/OBJECTIVES	ACTIVITIES AND SERVICES	COMPLETION DATES/ TIME LINES	RESPONSIBLE TEAM MEMBER	EVALUATION/ COMMENTS

BUILDING ACCESSIBILITY SURVEY

Building: _____ Address: _____

City: _____ Date: _____

Survey conducted by: _____

Directions: For each item, check the appropriate box.

Parking and Passenger Loading Zones

	YES	NO
1. There is at least one parking space reserved for disabled persons.	☐	☐
2. The international symbol of accessibility can be clearly seen even when a vehicle is parked in the space.	☐	☐
3. The parking space is located on the shortest possible route to the entrance to the building.	☐	☐
4. The parking space is at least 96 inches wide.	☐	☐
5. There is an adjacent aisle 60 inches wide to permit easy access to vehicle.	☐	☐
6. Any passenger loading zone has an access aisle that is parallel to the pull-up space and is at least 48 inches wide and 20 feet long.	☐	☐

Accessible Route

1. There is an accessible route from each of the following to the accessible building:		
a. public transportation stop	☐	☐
b. parking lot	☐	☐
c. passenger loading zone	☐	☐
d. public street	☐	☐
2. The accessible route connects with accessible entrances.	☐	☐
3. The accessible route is at least 36 inches wide.	☐	☐
4. There are 60-inch by 60-inch passing spaces at least every 200 feet.	☐	☐
5. The surface of the ground is stable and firm in all kinds of weather.	☐	☐
6. Where the change in ground level is between ___ inch and ___ inch, it is beveled with a slope no greater than 1:2.	☐	☐
7. There is a curb cut or ramp wherever the access route crosses a curb.	☐	☐
8. The slope of the curb cut or ramp is not greater than 1:12.	☐	☐
9. The curb cut or ramp has a tactile warning texture (e.g., aggregate concrete, raised strips) extending the full length of the ramp.	☐	☐
10. There are tactile warning textures at hazardous vehicle areas.	☐	☐

Inside and Outside Ramps

1. The minimum width of the ramp is at least 36 inches.	☐	☐
2. The maximum slope of the ramp does not exceed 1:12.	☐	☐

Inside and Outside Ramps (continued)

	YES	No
3. The maximum rise of any ramp run is 30 inches.	[]	[]
4. The ramp has landings at the top and bottom of each run.	[]	[]
5. The landings are as wide as the ramp width and at least 60 inches in length.	[]	[]
6. Where ramps change direction, the minimum landing size is 60 inches by 60 inches.	[]	[]
7. Handrails are installed on both sides of any ramp that has a rise greater than 6 inches.	[]	[]
8. The width of the gripping surface of the handrails is between 1__ inches and 1__ inches.	[]	[]
9. Handrails attached to walls extend at least 1__ inches out from the wall.	[]	[]
10. Ramps with a drop-off have minimum 2-inch-high curbs to prevent wheelchair from sliding off.	[]	[]

Interiors**A. Walls, Corridors, and Aisles**

1. Accessible halls, corridors, and aisles connect with all interior spaces.	[]	[]
2. The minimum width of halls, corridors, and aisles is 36 inches.	[]	[]
3. The minimum height of halls, corridors, and aisles is 80 inches.	[]	[]
4. There are 60-inch by 60-inch passing spaces at least every 200 feet.	[]	[]
5. Carpets:		
a. are securely attached to the floor	[]	[]
b. have a maximum pile length of __ inch	[]	[]
c. have carpet edge strip along all exposed edges.	[]	[]
6. Halls, corridors, and aisles are adequately lighted.	[]	[]
7. Noise from mechanical equipment (e.g., air-conditioning units) is suppressed.	[]	[]
8. Ceilings are covered with sound-absorptive material.	[]	[]
9. All rooms are numbered and pertinent information (e.g., office titles) is prominently displayed.	[]	[]

B. Protruding Objects

1. Objects attached to walls and more than 27 inches above the floor protrude no more than 4 inches into the hall, corridor, or aisle.	[]	[]
2. Objects attached to posts (e.g., telephones) and more than 27 inches above the floor overhang no more than 12 inches.	[]	[]
3. The bottom of signs hanging from ceilings are at least 80 inches above the floor.	[]	[]

C. Doors

1. The minimum opened width is 32 inches.	[]	[]
2. At least one door at the main entrance of the building is an accessible door.	[]	[]
3. Automatic doors stay open for at least 3 seconds.	[]	[]

C. Doors (continued)	YES	No
4. The thresholds of sliding doors do not exceed __ inch and are beveled with a slope no greater than 1:2.	☐	☐
5. The thresholds of other doors do not exceed __ inch and are beveled with a slope no greater than 1:2.	☐	☐
6. Door handles, pulls, and latches have a shape that is easy to grasp and do not require tight grasping, tight pinching, or twisting of the wrist to operate.	☐	☐
7. There are tactile warning textures on handles, pulls, or latches on doors that lead to dangerous areas (e.g., loading platforms, furnace rooms).	☐	☐
8. Where privacy is not necessary, doors have clear glass panels.	☐	☐
D. Elevators		
1. All passenger elevators are on an accessible route.	☐	☐
2. All elevators are identified by an overhanging sign.	☐	☐
3. The elevator operation is automatic.	☐	☐
4. The self-leveling device on the elevator brings the car to floor landing within __ inch.	☐	☐
5. Call buttons are located 42 inches above the floor.	☐	☐
6. The minimum diameter of each call button is __ inch and the up button is on top.	☐	☐
7. Call answering lights are located at least 72 inches above the floor.	☐	☐
8. An audible signal is given (once for up and twice for down) when the elevator is answering a call.	☐	☐
9. Elevator entrances have raised or indented floor designations on both door jambs.	☐	☐
10. The width of the door is at least 36 inches.	☐	☐
11. When closing door encounters an obstruction, it reopens quickly and remains open for at least 20 seconds.	☐	☐
12. The minimum dimensions of the elevator car floor are 54 inches (length) by 68 inches (width).	☐	☐
13. The floor selection buttons are no higher than 54 inches above the car floor.	☐	☐
14. The emergency control buttons (alarm and emergency stop) are not less than 35 inches above the car floor.	☐	☐
15. Each floor button is at least __ inch in diameter.	☐	☐
16. Control buttons are designed with raised or indented alphabet characters for letters (e.g., "M," "B") and Arabic characters for numerals.	☐	☐
17. Tactile symbols are used for other controls (e.g., a bell for emergency alarm, a stop sign for emergency stop).	☐	☐
18. As the elevator moves up or down, there is an audible sound (or an automatic verbal announcement) for each floor.	☐	☐

E. Drinking Fountains		YES	No
1.	At least one drinking fountain is located on the accessible route.	[]	[]
2.	Drinking fountains are identified by an overhead sign.	[]	[]
3.	The fountain can be operated with one hand and does not require tight grasping or pinching, or twisting of the wrist.	[]	[]
4.	The height of the water spout is no more than 36 inches.	[]	[]
5.	The spout is located in the front of the unit, and the water flow is parallel to the front of the unit.	[]	[]
6.	The flow of the water is at least 4 inches high (to allow a cup or glass to be inserted).	[]	[]
7.	There is a floor space of at least 30 inches by 48 inches in front of the fountain to permit a person in a wheelchair to make a parallel approach.	[]	[]
F. Telephones			
1.	The floor space in front of the telephone is at least 30 inches by 48 inches.	[]	[]
2.	The highest operable part of the telephone is not above 48 inches for a forward approach in a wheelchair or above 54 inches for a side approach.	[]	[]
3.	The width of a telephone booth is at least 30 inches.	[]	[]
4.	The telephone has push-button controls.	[]	[]
5.	The telephone has a volume control for hearing-impaired individuals.	[]	[]
6.	The length of the telephone cord is at least 29 inches.	[]	[]
7.	Telephone books are located where they can be used easily by people in wheelchairs.	[]	[]
8.	At least one telephone, identified by an overhead sign, is amplified.	[]	[]
G. Washrooms			
1.	Toilets:		
	a. are between 17 inches and 19 inches from the floor to the toilet seat.	[]	[]
	b. have flush controls no more than 44 inches above the floor	[]	[]
	c. have paper dispensers installed within easy reach	[]	[]
	d. have grab bars	[]	[]
	e. have a floor space at least 48 inches wide and 66 inches deep.	[]	[]
2.	Urinals:		
	a. are no more than 17 inches above the floor	[]	[]
	b. have hand-operated control no more than 44 inches above the floor	[]	[]
	c. have a floor space of at least 30 inches by 43 inches in front.	[]	[]
3.	Wash basins:		
	a. have a 29-inch clearance between the bottom and the floor	[]	[]
	b. have faucets that can be operated easily with one hand	[]	[]
	c. have hot water pipes (under the basin) that are insulated or covered	[]	[]
	d. have a floor space in front of them of at least 30 inches by 48 inches.	[]	[]
4.	There is at least one mirror with a bottom edge no higher than 40 inches from the floor.	[]	[]



Appendix B

Bright Ideas

Bright Ideas

The following is a collection of "Bright Ideas" contributed by Virginia educators specifically for this publication. Many of the ideas appear throughout this document, and all are collected here for ease of reference.

Recognizing the need for hands-on experiences, I chose one of the courtyards at Nansemond River High School as a soil laboratory. Students are engaged in hands-on activities, such as testing soil, applying lime and fertilizer, selecting planting materials, transplanting plants, pruning, and spraying for insects and disease.

Leon Harris, Agriculture Education, Suffolk City

I have observed that my students are more successful when working in pairs or groups. The students learn to depend on one another and to take responsibility for their own work. I have seen a tremendous increase in attendance and effort from all of my students since trying cooperative grouping.

Larry W. Hamilton, Technology and Design, Wise County

The teacher interviews students and determines a minimum of four preferred employment possibilities. Areas employers are contacted and two-hour job shadowing experiences are provided. The student is evaluated on interest, attitude, and interaction with employers and co-workers. The evaluation is shared with the student and parents to aid in vocational programming, support services, or placement decisions.

Steven Robeson, Special Education, Winchester City

Students are initially evaluated in high school settings by special and vocational educators. Evaluation enhances open communication with vocational evaluators. Students spend less time out of class and tend to be more relaxed. Open discussion and brainstorming among students, professionals, and families help determine the most appropriate placements for students.

Matthew Luther and Deborah Grosser, Vocational Evaluation, Newport News City

The teacher "breaks the ice" for the special education student by talking with perspective employers before the students are interviewed by the employer. A personnel manager of a large company is brought in to interview and assess the students preparing to work in the community.

Judy Turchetta, School-to-Work, Mecklenburg County

Because students learn differently, teaching strategies should stimulate multiple senses. For example, multimedia instructional techniques with imbedded video/audio clips allow students to see, hear, and manipulate lessons. Students can replay the information to reinforce the lesson and retain the information.

Sandra R. Foote, MS, RN, Health Occupations, Chesterfield County

I videotaped an interview with a restaurant owner and edited the tape with jazz music and facts about the restaurant industry. I interviewed the manager/owner about running a restaurant and toured the facility, meeting the chef and wait staff. The videotape was approximately 11 minutes long.

Bev Dodge, Marketing, Chesterfield County

When teaching basic fractions and decimals, I instruct the students to think of a dollar bill (we all know money!). We start with the most commonly used fractions such as, $1/4 = .25 = 25$ cents; $1/2 = .50 = 50$ cents; $3/4 = .75 = 75$ cents; and $1 = 1.00 =$ a dollar. We then move on to a more difficult level. It works!

Harry Sydow, Mathematics, Russell County

We develop basic computer skills using the First Choice program. Students enter personal information, check for spelling and format, and out comes a perfect resume that really gets positive reactions from employers.

Ed Sauryer, Education for Employment, Suffolk City

Students role play an employee and employer during an interview using "emotionally laden" words (i.e., lazy, stupid). These words have been previously discussed. The class critiques the interview and reconstructs a positive scenario. This is especially good for teaching about stereotyping.

Valerie Bare, Education for Employment, Chesterfield County

I use a variety of games to emphasize or review subject matter. One example is Health Bingo—I substitute health phrases/terminology for numbers on the bingo card. The caller gives a definition of term/phrases and students must match it with the appropriate term. Another popular game is Jeopardy—students compose the answers, construct a board, and then play. All students plan and play the game. It gives the students with special needs a chance to shine because they can win at Bingo and contribute to the team effort in Jeopardy. Everyone benefits!

Debbie Johnson, Health Occupations, Carroll County

In my Introduction to Business class, we play the stock market game. The game is played in teams with high- and lower-level students working together. Each student chooses a stock and follows the (pretend) money invested. Students are very motivated and successful!

Janie D. Patrick, Business, Bristol City

I have students work in small cooperative learning groups (3 to 5 members) to work on class assignments. The students choose who will be in the groups.

William Gembach, EFE, Wise County

The learning process for students with hearing disabilities is a two-way street. When teaching a student with a hearing impairment, we made an agreement. She taught me a "sign" a day, with the help of her interpreter, and I taught her something new about agriculture.

Tad Phipps, Agriculture, Wythe County

I begin each day with a warm-up activity. Each day there is a question, consumer math problem, or open-ended sentence on the board. The students are to date the entry, write the question or statement, then complete it. On Monday of each week, they write a *positive* "Thought for the Week." This activity gets them in the room, in their seats, and ready to work!

Joann S. Ervin, EFE/WECER, Norfolk City

Students teach each other in small groups using teacher-prepared materials. Students are graded individually and as a group on class work, presentations, and quizzes, thereby giving the underachiever two chances to excel and peers within the group to develop responsibility for teamwork.

Janet Arnowitz, Special Education, Fairfax County

For students with reading difficulties, or problems staying focused because of outside noise, I tape record the tests. They are then able to read along or test at their own speed, by using a headset.

Lynn Murray, Cosmetology, Gloucester County

We have developed a grading system specifically designed to incorporate different learning levels and styles of all students. It is an alternative to the pass/fail or satisfactory/unsatisfactory systems used in many exploratory programs. We have found this system to increase student participation, improve attitudes, and allow for individualization according to ability levels. Emphasis is placed on "time on task, progress, and participation." Grades are given on a daily basis. No tests are given. Assignments are based on the age and/or appropriate learning level of each student. Assignments are given two grades—one for participation/effort, and one for quality.

Pamela Burnette, Judith Duncan, Lisa Hill, Sharon Musick, Wanda Montgomery, and Debra Trice, Exploratory, Augusta County

Students receive grades for improvement. As progress is made in keyboarding and typing speed increases, the grade improves. If accuracy improves, the grade improves. The grades will continue to climb even if improvement is small.

Bobbi Jo Hill, Business, Carroll County

I noticed when tying word problems to actual students' names, their interest zoomed. This made their math more personal and less mechanical. Bingo! By using fewer problems per lesson, writing problems on the board, and including students' names and interests within the problems, I have observed their motivation and attention spans improve as well as their math comprehension.

Walter Hensley, Building Trades, Wise County

My students view the videotape "Where There's a Will, There's an A" and complete the reading assignment by listening to the rules and following the directions. They write the rules and apply them to their daily work.
Sherry E. Stiles, Office Specialist, Winchester City

Students retrieve aluminum cans from the school cafeteria, crush them, and turn them in for cash to purchase savings bonds in recognition of student achievement. The labor involved helps students develop appropriate work behaviors, attitudes, and work stamina.
Steven J. Robeson, Vocational Special Education, Winchester City

For students with difficulty concentrating, I have a list of constructive tasks that I can choose from when the student needs to channel extra energy. As a result, the student gets a feeling of achievement, positive reinforcement, and stays in the good graces of the class.
Rebecca S. Downey, Horticulture, Augusta County

Our peer tutoring is designed to pull students out of a scholastic rut, propel them to improve themselves, better their classroom grades, and remain in school through the Flunkbusters Campaign Anti F dropout prevention program. We believe peer tutoring promotes scholastic achievement, stimulates underachievers, assists academically disadvantaged students, reduces absenteeism, and discards counterproductive attitudes. We also tackle problems needing to be resolved in the classroom, home, and community. Also, students receive appropriate training on the roles and responsibilities of effective transition team members.
Richard T. Fuller, Vocational and Technical Education, Richmond City

When teaching students problem-solving skills, I have found it's best to use applied, known concepts to develop solutions for the unknown.
Freddie R. Reed, Metal Trades, King George County

We hold biweekly student organization study meetings. Students discuss various topics, including testing strategies, test results, and ways to improve.
Geanea L. Coleman, Technology Education, Halifax County

The Work Awareness and Transition (WAT) program is designed to help high school students with special needs to understand, change, and/or improve specific work behaviors that inhibit their success in a vocational training program or on the job. The WAT program has designed two simulated work environments in carpentry and food service. Products are sold daily, and students receive shares of income depending on work output. Through operating a "business," students build self-esteem, successfully complete projects, focus on strengths and abilities, make positive changes in their behaviors, learn work-related skills, and develop realistic long-term career plans.
Thomas J. Schmitt, Work Awareness and Transition, Newport News City

Have students make a set of personalized checks and prepare a check-book. Students receive a paycheck weekly or biweekly for class attendance. If they are absent, they receive no pay. Students then deposit money into the checking account and balance their checkbooks. This activity teaches the relationship between work attendance and pay and provides a reality lesson in earning money. The activity can run for several months to show the use of money and routine expenses over a period of time.

Joann S. Ervin, EFE/WECEP, Norfolk City

After completing a unit on employability, I arrange individual interviews for students through the local Virginia Employment Commission. A panel of two to three interviewers asks each student approximately 10 questions that employers might use in actual interviews. Each student is videotaped during the interview, and the tapes are reviewed and critiqued by the student and the class. The interviews are conducted in the VEC office.

Mickey Todd, Special Vocational Education, Grayson County

School Store Marketing is a marketing class built around the principle of inclusion. Special education students are grouped with others to learn the marketing and retailing principles necessary to operate a school store. Classroom instruction is shared by a marketing teacher (for content) and a special education teacher (for student support). The marketing education curriculum is used with heavy emphasis on retailing principles. Students are required to work in the school store one period per day, under teacher supervision. Students immediately apply knowledge gained in class to store activities. Students of differing abilities are paired to work in the store and learn from each other.

Janine Jones, Marketing, Virginia Beach City

Lakeland Gardens is an ongoing simulated project supported by grants from the Suffolk Education Foundation and the National Garden Association. The purpose of the project is to create realistic learning experiences to complement the competencies in the EFE curriculum covering pre-employment, employment, basic living skills, and career exploration skills. Activities include planning the garden area of a courtyard; measuring the area and determining purchasing needs; locating places to purchase materials in telephone books, newspapers, and TV advertisements; planting seeds and plants; maintaining the storage area; keeping a record of purchases and donations; and keeping a photographic record of the progress. Thank-you letters are sent, and successes and failures are analyzed before beginning our plans for the following year.

Alease S. Cooper, EFE Co-op, Suffolk City

Students participate in practical activities that prepare them for the world of work. The Special Education and Work and Family Studies departments have designed a team-teaching approach curriculum. Teachers work together to plan activities that use the strengths of each teacher and meet the objectives set forth for each student in his or her IEP. The students also participate in a variety of activities designed to promote teamwork, cooperation, and future career skills.

Kay Kitner, Special Education, and Carolyn Goines, Work & Family Studies, Clark County

The Balloon Shop was developed as an interdepartmental project between Special Education and Marketing Education in an effort to deal with the challenge of helping students make the transition from school to work. The shop operates from 11:45 a.m. to 3 p.m. every day. During that time, orders are taken from students, faculty, and staff; money is collected; balloons are filled with helium and arranged in bouquets; and deliveries are made. This project has resulted in many rewarding experiences for all of those involved. The special education students have been mainstreamed and continue to develop skills that include reading and interpreting forms; measuring; assembling and completing a product; increasing memory; applying for a job; and focusing on piecework as it relates to speed, accuracy, and reward.

The marketing students have been able to experience and apply strategic planning required to open a new business such as marketing research, pricing, merchandising, promotion, customer service, human resource development, supervisory skills, and product management. Developing the work-related skills of students in both the special education and marketing programs has been the major emphasis. Those skills include human relations with customers and co-workers, communication, problem solving, teamwork, producing a quality product, selling, and product knowledge. They also acquire basic employability skills such as being on time, checking the work schedule, keeping a proper work area, listening, following directions, accepting instruction from management with a positive attitude, showing initiative, controlling one's own behavior, showing respect, and demonstrating pride in work. It has become clear that this project has an unlimited number of opportunities for our students to become better prepared for the work force.

Mary Pat Lane, Special Education, and Kim Landes, Marketing, Staunton City

To encourage community involvement: volunteer as a class to help with recycling, have your class participate in the Adopt-a-Highway program, use the 4-H Center's Confidence Course, and take flowers to nursing homes. Also, take advantage of your community resources and increase awareness by using the public recreation facilities for physical education opportunities.

Jack Barker, Alternative Education, Washington County

A collaborative program exists between New Horizons Regional Education Center (NHREC) and the Phoebus High School special education department. This program provides an on-site special education teacher to 1) develop a communication network between the high school and NHREC teachers to identify and facilitate understanding of individual abilities and needs of students with special needs, 2) provide the opportunity for successful completion of IEP transition goals, 3) expose eighth-grade students to the transition options available through NHREC, and 4) coordinate transition services by providing instructional support to teachers, administrators, and high school students participating in a NHREC program. Student transition folders contain a vocational assessment report, a completed student survey, a vocational interview, and a year-end report.

Mary S. Lee, Career Technical Education, Hampton City

A Day on the Job: Business and Students Exploring Careers Together is a job shadowing program for students enrolled in Chesterfield Communities In Schools (CIS) alternative education program. An important component of the CIS program is preparing students to transition either to the work force or to higher education. Through career shadowing, students learn about the world of work, including educational and skill requirements for particular careers, employee responsibilities and opportunities, and job-application procedures. All career shadowing is linked to the curriculum. Students benefit by gaining an increased perspective for career planning plus a clearer understanding of the work ethic. Business and industry benefit by promoting students' understanding of economics, showcasing their company product/service, and meeting the labor market of the future.

Martha J. Frickert, Business, Chesterfield County

Through the Department of Rehabilitative Services, students with interests in printing are given job shadowing opportunities at local printing industries. The Department sends a rehabilitation engineer to assist the career technical teacher in modifying equipment to meet the individual needs of students.

Janet Dalton, Special Education, Lynchburg City

The Supported Employment Services (SES) at Virginia Randolph Special Education Center (VRSEC) provides specific work skill/habit experiences for students at the secondary level. Services include vocational assessment, community awareness activities, functional living skills activities, job development, preplacement job training, job coaches, and supported competitive work experience. Transition plans have a targeted employment goal and services focus on student outcomes.

Katherine M. Wittig, WECER, Henrico County

Students in Special Education classes spend from one to twelve hours each week working alongside a supervising mentor. These mentors are generally employees within the school system, including custodial, cafeteria, and office support staff. The focus is on the learning of appropriate work-related behaviors and increasing personal expectations. This experience helps students to connect classroom learning to community-based experiences.

Larry Friedenber, Job Orientation Program, Winchester City

For the past nine years, William Fleming FBLA members have helped disabled children learn to fish in the annual "Fishing Rodeo." The activity has been invaluable in teaching members the importance of diversity and the feelings of pride and special accomplishment.

Vicki Wright, FBLA Advisor, William Fleming High School, Roanoke City

Falls Church Future Business Leaders of America (FBLA) includes many diverse populations—learning and physically disabled, limited English proficient, gifted and talented, Hispanic, Asian, African-American, Middle Eastern. Guest speakers at FBLA meetings are representative of the chapter membership.

Beth Wedding, FBLA Advisor, Falls Church High School, Fairfax County

Plans for next year's FBLA activities include sending a letter to parents explaining FBLA and attaching business course offerings. This information will be translated into the major languages of the school population.
Beth Wedding, FBLA Advisor, Falls Church High School, Fairfax County

Diverse learners achieve a high level of motivation from helping others. VSO community service projects—such as the Technology Student Association walk-a-thon to raise money and awareness for Operation Smile—offer many opportunities for this type of involvement and improve self-esteem in all learners.

David Magnone, Former Virginia TSA Specialist

Technology Student Association (TSA) competitions offer many opportunities for diverse learners to develop and practice teamwork and critical thinking skills. Whether held within the classroom, school, or school division, or at the regional, state, or national level, these opportunities for friendly competition and peer recognition are great ways to motivate student learning. Students develop ideas and manipulate tools, materials, and devices to solve problems. Involvement in TSA competitions offers learning opportunities that cut across all learning styles. Some specific TSA competitive events that motivate diverse and special needs learners to improve their critical thinking and cooperative working skills include Technology Problem Solving, Technology Bowl, Control Technology, Structural Engineering, and Computer Construction and Application.

David Magnone, Former Virginia TSA Specialist

Participation in TSA-sponsored activities provides many opportunities for diverse learners to travel away from the school setting. These opportunities help students develop and practice appropriate social skills.

David Magnone, Former Virginia TSA Specialist

Diverse Learners: Strategies for Success Evaluation

The information you provide in this evaluation will assist in the later revision of this resource guide. Please be honest and complete in your comments. Additional comments and suggestions are welcome.

I. Overview of Resource Guide:

Please rate the guide for each category.

Agree

Disagree

1. The guide meets its goals of providing instructional resources for the classroom teacher, offering an overview of programs and services for diverse learners, and providing instructional and professional development resources

1

2

Comments:

2. It provides factual comments and accurate information.

1

2

Comments:

3. It provides relevant information.

1

2

Comments:

4. The language is clear.

1

2

Comments:

6. The format is simple and easy to follow.

1

2

Comments:

II. Content of the Resource Guide:

Rate the level of usefulness for each section.

Very
Useful

Somewhat
Useful

Not
Useful

1. Learning Styles

1

2

3

Comments:

2. Assessment

1

2

3

Comments:

Rate the level of usefulness for each section.

	Very Useful	Somewhat Useful	Not Useful
3. Teaching Styles <i>Comments:</i>	1	2	3
4. Modifications and Accommodations <i>Comments:</i>	1	2	3
5. Motivation <i>Comments:</i>	1	2	3
6. Behavior and Classroom Management <i>Comments:</i>	1	2	3
7. Strategies for Collaboration <i>Comments:</i>	1	2	3
8. School to Career and Life Transition <i>Comments:</i>	1	2	3
9. Special Needs Populations <i>Comments:</i>	1	2	3
10. Resources <i>Comments:</i>	1	2	3
Glossary	1	2	3
Common Acronyms	1	2	3
Related References	1	2	3
Videos	1	2	3
Professional Resource Directory	1	2	3
Bibliography	1	2	3

Thank you for your time and interest. Please return to: Virginia Department of Education, Office of Vocational and Adult Education Services, P.O. Box 2120, Richmond, VA 23218; fax 804/371-2456

CALL FOR MORE BRIGHT IDEAS



The Virginia Department of Education and Virginia Polytechnic Institute and State University welcome additional "bright ideas" from educators similar to those highlighted in this resource guide. These ideas should describe successful instructional strategies that Virginia teachers have used to improve achievement of students with unique learning needs. The ideas that are submitted may appear in subsequent revisions of this guide or be collected in a supplement.

Strategy title (e.g., Peer Tutoring, Industry Interviews, Career Awareness):

Description:

Vocational Program area: _____

- | | | |
|------------------------------|-----------------------------|---|
| ☐ Yes | ☐ No | May we use your name in the guide? |
| ☐ Yes | ☐ No | Are you interested in being part of a Network of Professionals who are using strategies to ensure quality programming for students with diverse learning needs? |

Name: _____ Program: _____

School/Organization: _____

Street: _____

City: _____ State: _____ Zip: _____

Please return this application form to Lolita Hall, Specialist, Program Improvement, Virginia Department of Education, Office of Vocational and Adult Education Services, P.O. Box 2120, Richmond, VA 23218; fax 804/371-2456.

In accordance with the requirements of the Office of Gender Equity for Career Development, Virginia Department of Education, the Carl Perkins Act, and other federal and state laws and regulations, this document has been reviewed to ensure that it does not reflect stereotypes based on sex, race, or national origin.

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